

FCMAT



FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

Regular Meeting of the FCMAT Board of Directors

June 23, 2019

10 a.m. – 1 p.m.

Resort at Squaw Creek
400 Squaw Creek Road
Olympic Valley, CA 96146

Emigrant Peak Room

Michael H. Fine
Chief Executive officer

AGENDA

**Regular Meeting of the
Fiscal Crisis and Management Assistance Team (FCMAT)
Governing Board
Resort at Squaw Creek – Placer County
June 23, 2019
10:00 a.m. – 1:00 p.m.**

AGENDA

	<u>Report</u>	<u>Action or Information</u>
I. General Functions	<u>Report</u>	<u>Action or Information</u>
A. Call to Order Gayle Garbolino-Mojica, 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 June 23, 2019 governing board meeting.	Written	Action
C. Approval of Minutes of April 7, 2019 The governing board is asked to approve the minutes of the April 7, 2019 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 introduce the new board member appointed to the governing board by her respective organization as follows: <ul style="list-style-type: none"> • Cecilia Massetti, Central Valley – Region 7 Superintendent, Madera CSS 	Oral	Information
E. FCMAT Executive Committee Acknowledgment of leaving board members The governing board will receive an oral report by Gayle Garbolino-Mojica, Chairperson, acknowledging the following leaving governing board members: <ul style="list-style-type: none"> • Robbin Hopper, Superintendent Mariposa COE, Region 7 • Daryl Camp, Superintendent Riverbank USD, Region 6 • Cesar Morales, Superintendent Oxnard ESD, Region 8 • Kimberly Berman, Superintendent Lemon Grove ESD, Region 9 	Oral	Information

	<p>Executive Committee Approval of FCMAT/CSIS Hires</p> <p>The governing board will receive an oral report by Gayle Garbolino-Mojica, Chairperson, on the approval of FCMAT/CSIS hires.</p> <ul style="list-style-type: none"> • CSIS Information Systems Architect <ul style="list-style-type: none"> ○ Himanshu Swami ○ Krishna Datta 	Oral	Information
	<p>Nominations and Appointment of Executive Committee Member</p> <p>The governing board is asked to make nominations and elect an executive committee member among the district superintendent board members.</p> <ul style="list-style-type: none"> • Nomination and election of executive committee member 	Oral	Action
F.	<p>Chief Executive Officer’s Report</p> <p>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.</p>	Oral	Information
	<p>Status of Key Assignments Report</p> <p>The governing board will receive an oral and written report summarizing the status of key assignments, including management assistance, fiscal health risk analysis, Assembly Bill (AB) 1840 work, and AB 139 extraordinary audits.</p>	Oral/Written	Information
G.	<p>FCMAT Services</p> <p>CSIS Services Quarterly Report</p> <p>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.</p>	Oral/Written	Information
	<p>SACS Software Replacement Project Report</p> <p>The governing board will receive an oral report from Amy Fong, Chief Operations Officer, on the SACS Software Replacement Project.</p>	Oral	Information
	<p>Projection-Pro Project Report</p> <p>The governing board will receive a presentation from Andrea Dodson, Intervention Specialist, on the new service, Projection-Pro.</p>	Oral/Written	Information
	<p>Professional Learning Report</p> <p>The governing board will receive an oral report from Michelle Giacomini, Deputy Executive Officer, on the support and offerings related to professional learning.</p>	Oral	Information

H.	Legislative Report The governing board will receive an oral and written report from Michael Hulsizer, Chief Deputy for Governmental Affairs, Kern County Superintendent of Schools, updating activities of the California Legislature.	Oral/Written	Information
I.	California Department of Education Report The governing board will receive an oral report from Nick Schweizer, Deputy Superintendent of Public Instruction, updating the activities of the California Department of Education.	Oral	Information
J.	California Community Colleges Report The governing board will receive an oral report from Christian Osmeña, Vice Chancellor of College Finance and Facilities Planning Division, updating the activities of the California Community Colleges Chancellor’s Office.	Oral	Information
K.	Business and Administration Steering Committee Report The governing board will receive an oral and written report from Janet Riley, Chairperson, updating the activities of the Business and Administration Steering Committee of the California County Superintendents Educational Services Association.	Oral/Written	Information
L.	California Collaborative for Educational Excellence Report The governing board will receive an oral report from Tom Armelino, Executive Director, and a presentation and written report from Karla Estrada, Director, Strategic Partnerships & Personalized Learning, updating the activities of the California Collaborative for Educational Excellence.	Oral/Written	Information
M.	Public Participation Time reserved for any person to address the FCMAT Board. The Chairperson may limit the time of participation.	Oral	Information
N.	Directory Bylaws, Member Roster, 2020 Meeting Dates	Written	Information
II.	Board Members’ Comments Time reserved for comments from any board member. The Chairperson may limit the time of participation.	Oral	Information
III.	Agenda Items for Next Meeting Time reserved to list agenda items for the next meeting.	Oral	Information

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| IV. | Date and Location of Next Meeting
Sunday, October 20, 2019
10:00 a.m. – 1:00 p.m.
Vintners Inn – Sonoma County | Oral | Information |
| V. | Adjournment
Gayle Garbolino-Mojica, Chairperson, will call the adjournment of the meeting. | Oral | Information |

SECTION C

Minutes of the Governing Board
April 7, 2019

**Regular Meeting of the
Fiscal Crisis and Management Assistance Team (FCMAT)
Governing Board
Hotel Del Coronado – San Diego County
April 7, 2019
10:00 a.m. – 1:00 p.m.**

MINUTES

FCMAT Board and Representatives:

Michael Fine Chief Executive Officer, FCMAT
Mary Barlow FCMAT Administrative Agent, KCSOS
Brock Falkenberg, Lake COE.....North Coast, Region 1
Debra Kubin, Ukiah USD.....North Coast, Region 1
Tracey Quarne, Glenn COE..... Northeastern, Region 2
Kelly Staley, Chico USD Northeastern, Region 2
Gayle Garbolino-Mojica, Placer COE, Vice Chair..... Capitol, Region 3
Troy Miller, Arcohe UESD..... Capitol, Region 3
Mary Jane Burke, Marin COE, ChairBay, Region 4
Rick Schmitt, San Ramon Valley USDBay, Region 4
Mary Ann Dewan, Santa Clara COE South Bay, Region 5
Scott Nanik, Calaveras COE.....Delta Sierra, Region 6
Daryl Camp, Riverbank USDDelta Sierra, Region 6
Robin Hopper, Mariposa COE.....Central Valley, Region 7
Wesley Sever, Kingsburg ECSDCentral Valley, Region 7
Susan Salcido, Santa Barbara CEOCosta Del Sur, Region 8
Cesar Morales, Oxnard ESD.....Costa Del Sur, Region 8
Elliott Duchon, Jurupa USD RIMS, Region 10
Debra Duardo, Los Angeles COE..... Los Angeles, Region 11
Michele Bowers, Lancaster ESD Los Angeles, Region 11
Cindy Petersen Charter Schools
Christian Osmeña California Community Colleges
Ann RansfordGlendale Community College District
Tom Armelino..... California Collaborative for Educational Excellence
Nick Schweizer California Department of Education

Guests and Staff:

Michael Hulsizer..... Governmental Affairs, KCSOS
Sandra Morales CCSESA
Denise Porterfield BASC
Michelle GiacominiDeputy Executive Officer II, FCMAT
Amy Fong Chief Operations Officer, FCMAT/CSIS
Diane Branham Chief Analyst, FCMAT
John Von Flue..... Chief Analyst, FCMAT
Tami EthierIntervention Specialist, FCMAT
Veronica Morrow..... Administrative Secretary II, FCMAT

Stacey Adler.....	Mono COE
Peter Birdsall.....	CCSESA
Troy Brown.....	San Joaquin COE
Patricia Gunderson.....	Lassen COE
Lynn Mackey	Contra Costa CSS
Stan Mantooth.....	Ventura COE
Cecilia Massetti.....	Madera CSS
L. Karen Monroe.....	Alameda COE
Barbara Nemko	Napa COE
Janet Riley.....	Merced COE

Late Arrival:

Nancy Albarrán, San Jose USD.....	South Bay, Region 5
Kimberly Berman, Lemon Grove ESD.....	Southern, Region 9
Judy White, Riverside COE.....	RIMS, Region 10

Absent:

Paul Gothold, San Diego COE.....	Southern, Region 9
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Call to Order

The meeting was called to order at 10:05 a.m. by Mary Jane Burke, departing Chairperson.

Approval of Agenda

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

Nominations and Appointment of the Chairperson and Vice Chairperson

The governing board was asked to make nominations and elect a chairperson and vice chairperson from among the county superintendent board members.

- Nomination and election of chairperson
Mary Jane Burke nominated Gayle Garbolino-Mojica as the chairperson. Brock Falkenberg made a motion to elect Gayle Garbolino-Mojica as the chairperson. Mary Ann Dewan seconded the motion, and it was passed unanimously.
- Nomination and election of vice chairperson
Mary Jane Burke nominated Debra Duardo as the vice chairperson. Brock Falkenberg made a motion to elect Debra Duardo as the vice chairperson. Mary Ann Dewan seconded the motion, and it was passed unanimously.

Approval of Minutes of January 30, 2019

Kelly Staley made a motion to approve the minutes of the January 30, 2019 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 introduced the new board member, Troy Miller, Superintendent, Arcohe Union Elementary School District. Troy Miller replaced Kent Kern as the Region 3 district representative.

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 second interim certifications (unofficial count), FCMAT's engagements of Fiscal Health Risk Analysis reviews, and the Comprehensive Review Standards.

Certification of 2nd Interim – Unofficial Self-Certifications

Michael Fine presented and reported on the certification of second interim reports, which was included in the board materials. He mentioned that the number of districts projected as qualified had decreased from 42 at first interim to 25, while the number of districts projected as negative showed no change, remaining at five from the first interim. Michael stated that two to three county offices may consider certification downgrades of their districts based on indicators received by FCMAT.

John Von Flue commented on FCMAT's current engagements of Fiscal Health Risk Analysis reviews pursuant to the 2018-19 Budget Act and FCMAT's relationship with county offices with this process. John revealed that based on second interim, nine districts have triggered a possible Fiscal Risk Health Analysis to be performed by FCMAT.

Comprehensive Review Standards

Michael Fine presented and reported on the updated Comprehensive Review Standards to be used by FCMAT on future applicable assignments. The comprehensive review standards were included in the board materials. The scoring [rubric](#) and [FCMAT's Standards for Comprehensive Reviews](#) are available on the FCMAT website.

Introduction of new FCMAT and CSIS Brand Logos

Michael Fine presented and reported on the new brand logos for FCMAT, CSIS, and related services, which were included in the board materials. He mentioned that the FCMAT reports, business cards, and updated website will have the new FCMAT and CSIS logos.

Review of New and Updated FCMAT Tools

Michael Fine reported on the new and updated FCMAT tools, such as the Fiscal Health Risk Analysis, Indicators of Risk or Potential Insolvency, Accounting Controls Risk Analysis for Fiscally Accountable and Fiscally Independent K-12 School Districts, Fiscal Oversight Guide, and Assembly Bill (AB) 1200 Fiscal Oversight Training.

Michael Fine presented and reported on the updated Fiscal Health Risk Analysis tool. He commented on some highlights of the interactive tool, such as the reporting process and score breakdown. Michael presented and commented on the [Indicators of Risk or Potential Insolvency tool](#), which supports the [Fiscal Health Risk Analysis tool](#). He mentioned that both tools are available for community colleges and can be found on the FCMAT website. FCMAT recommends that districts complete this analysis monthly.

John Von Flue presented and reported on the [Accounting Controls Risk Analysis](#) for Fiscally Accountable and Fiscally Independent K-12 School Districts tool, which can be found on the FCMAT website. He stated that there are two categories, fiscally independent and fiscally accountable. He added that the districts that are fiscally independent are approved at the state level by the Superintendent of Public Instruction and districts that are fiscally accountable are

approved at the county office of education level. FCMAT recommends that county offices use this tool annually for applicable districts.

Michelle Giacomini presented and briefly reported on the Fiscal Oversight Guide. She mentioned that the [Fiscal Oversight Guide](#) is the basis of the FCMAT AB 1200 Fiscal Oversight Training in fall 2019 and can be found on the FCMAT website.

Tami Ethier provided a visual presentation and reported on the AB 1200 Fiscal Oversight Training. She provided a concise walk-through of the training curriculum.

Status of Key Assignments Report

A written report of current FCMAT projects, FCMAT Project Tracking Report, was provided with board materials. Michael Fine briefly commented on that report.

FCMAT Services

CSIS Services Quarterly Report

Amy Fong, Chief Operations Officer, reported on the activities of the CSIS. A printed copy of the FCMAT/CSIS status report summarizing the recent California Longitudinal Pupil Achievement Data System (CALPADS) accomplishments dated April 7, 2019 was provided in the board packet.

Amy briefly updated the board on the highlights of the CALPADS accomplishments, such as the fall certification status, California Special Education Management Information System (CASEMIS) to CALPADS file formats, and CALPADS learning opportunities, which were included in the board packet. She stressed the importance of early engagement of collecting data. LEAs need to start getting the processes in place early.

Amy mentioned that a refresher webinar with an overview on how to use Ed-Data and comparisons is coming soon, and a webinar on school finance and teacher salary data is scheduled for early April 2019.

SACS Software Replacement Project Report

Amy Fong provided a visual presentation of the SACS system replacement project process to the board. She mentioned that the project began in August 2018 and is progressing.

Professional Learning Report

Michelle Giacomini, Deputy Executive Officer, briefly updated the board on the highlights of the support and offerings related to professional learning, such as: AB 1200 workshops that will be offered in fall 2019, Projection-Pro that will be released in August 2019 with workshops offered in fall 2019, ASB workshops, and the CBO Mentor Program.

Legislative Report

Michael Hulsizer, Chief Deputy for Governmental Affairs, Kern County Superintendent of Schools, reported on the highlights of the activities of the California Legislature. He presented the report titled General Fund Revenues: April Personal Income Tax (PIT) Collections, dated April 6, 2019; the California Department of Finance (DOF) Finance Bulletin, dated March 2019; the Assembly Committee on Education analysis regarding AB428 (Medina), dated March 13, 2019; the 2016-17 P1 SELPA Base Rates; the SELPA Equity, Preschool and Significant

Disability Funding Increases spreadsheet; the Multi-District SELPAs Comparison document; and the AB1505 Fact Sheet, which were all included in the board materials.

Michael discussed some of the highlights of the California K-12 budget and touched on the key education and budget elements, such as the economic update, and monthly cash report.

California Department of Education (CDE) Report

Nick Schweizer, Deputy Superintendent of Public Instruction, reported on the highlights of the activities of the CDE. He commented on topics such as the governor's new team, CDE's dealings with the governor regarding early education, the governor's charter school task force, and work groups that will cover the achievement gap and teacher shortage issues.

Nick announced the new CDE staff members: Lupita Cortez Alcala, Chief Deputy Superintendent of Public Instruction (SPI); Khieem (Khi) Jackson, Director, Government Affairs Branch; Keith Yamanaka, Chief Counsel, Legal and Audits; Catalina Cifuentes, Deputy SPI, Performance, Planning and Technology Branch; Kindra Britt, Director, Communications Division; and Mary Nicely, Senior Advisor to the State SPI, Tony Thurmond.

California Community Colleges (CCC) Report

Christian Osmeña, Vice Chancellor of College Finance and Facilities Planning Division, provided a brief update on the activities of the California Community Colleges. He commented on topics such as the budget overview of the Community Colleges; CCC's apportionment and a projected 5% deficit, and their concern about the higher cost of the apportionment itself; fiscal health monitoring of CCCs and the announcement of which community college districts of concern may need emergency apportionment; technical education; and the K-12 Strong Workforce Program. He stated that the governor has proposed an expansion of debt-free tuition for two years for students who qualify.

Business and Administration Steering Committee (BASC) Report

Denise Porterfield, Chairperson, introduced the next BASC Chair, Janet Riley, Assistant Superintendent, Merced COE, as of July 1, 2019 to the board. She mentioned that Janet will be attending the FCMAT board meetings starting in June 2019. Denise presented the Report to the CCSESA, dated April 2019, which was included with the board materials as a handout.

California Collaborative for Educational Excellence (CCEE) Report

Tom Armelino, Executive Director, reported on the highlights of the CCEE. He commented on items such as California's System of Support, AB1840, and how CCEE is refining its academic review process to be used as a tool.

Public Participation

There were no comments from the public.

Board Members' Comments

There were no comments from the board members.

Date and Location of Next Meeting

Sunday, June 23, 2019

10 a.m. – 1 p.m.

Resort at Squaw Creek – Placer County

Adjournment

The meeting was adjourned by Gayle Garbolino-Mojica, Chairperson, at 1:16 p.m.

SECTION F

Chief Executive Officer's Report

(FCMAT Project Tracking Report)



FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

FCMAT PROJECT TRACKING REPORT

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

Management Assistance

Job #	Client	Review Types	Date Requested	Status
8122	California Community College Chancellor's Office	Data Management	02/11/2019	Ongoing
8121	California Community College Chancellor's Office / Peralta Community College	Organization/Staffing / Fiscal Health Risk Analysis/Training	12/17/2018	Ongoing
8120	California Community College Chancellor's Office	Other/SCFF Calculator	12/11/2019	Ongoing
1296	Amador County USD	Fiscal Health Risk Analysis	05/01/2019	Ongoing
1295	Amador COE	Fiscal Health Risk Analysis	05/01/2019	Ongoing
1292	Gateway USD	Fiscal Health Risk Analysis	04/08/2019	Scheduled
1291	Patterson USD	On-Site Technical Assistance/Associated Student Body	04/03/2019	Scheduled
1288	Lompoc USD	On-Site Technical Assistance /Associated Student Body	01/30/2019	Ongoing
1286	Coachella Valley USD	Fiscal Health Risk Analysis	02/08/2019	Ongoing
1285	Vista USD	Fiscal Health Risk Analysis / Multi-Year Projection	02/04/2019	Ongoing
1284	Klamath-Trinity Joint USD	Fiscal Health Risk Analysis	01/23/2019	Ongoing
1280	Huntington Beach City ESD	Organization/Multi-Year Projection	10/29/2018	Ongoing
1277	Oceanside USD	Fiscal Health Risk Analysis	10/31/2018	Ongoing

Management Assistance Con't.

Job #	Client	Review Types	Date Requested	Status
1276	Nevada JUHSD	On-Site Technical Assistance / Associated Student Body	10/19/2018	Ongoing
1271	Sequoia UHSD	Organization / Staffing / Technology	08/29/2018	Ongoing
1267	Wasco UHSD	M&O/Transportation	07/31/2018	Ongoing
1266	Mono COE	On-Site Technical Assistance / Interims	09/06/2018	Ongoing
1265	Mono COE	On-Site Technical Assistance / CBO	08/30/2018	Ongoing
1209	Coalinga-Huron Joint USD	Follow-Up/Food Service	08/28/2017	Scheduled
1196	El Camino Real Charter HS	Fiscal/On-site Technical Assistance	06/27/2017	Ongoing
1287	McFarland USD	On-Site Technical Assistance/Associated Student Body	07/30/2018	Scheduled

AB139 Extraordinary Audits

Job #	Client	Review Types	Date Requested	Status
1293	Los Angeles COE/ Today's Fresh Start Charter School	AB 139	03/29/2019	Scheduled
1281	San Diego COE / Sweetwater UHSD	AB 139	12/21/2018	Ongoing
1278	Shasta COE / Cascade EUESD	AB 139	10/09/2018	Ongoing
1261	Orange CDE / Placentia-Yorba Linda USD	AB 139	08/15/2018	Ongoing
1248	Los Angeles COE / Valiant Preparatory	AB 139	05/04/2018	Pending Signed Study Agreement
1247	Orange CDE / OC Workforce Innovation High School Charter	AB 139	05/02/2018	Ongoing
1212	Riverside COE / Corona-Norco USD	AB 139	09/13/2017	Ongoing
1001	Los Angeles COE / Wisdom Academy	AB 139	06/03/2013	Awaiting Trial
1299	Los Angeles COE	AB 139	05/07/2019	Scheduling

State Fiscal Oversight Reviews

Job #	Client	Review Types	Date Requested	Status
10001	Oakland USD	State Fiscal Oversight	12/12/2018	Ongoing
10000	Inglewood USD	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
8510	Partnership with CASBO	CBO Certificate Program	09/01/2016	Various
8509	Partnership with CASBO	Accounts Payable Workshops: Fresno COE Ventura COE San Diego Area Sonoma COE	05/10/2019	10/03/2019 10/09/2019 10/11/2019 10/15/2019
9149	Riverside COE Kern CSS Fresno COE Solano COE San Diego COE Monterey COE San Joaquin COE Shasta COE Sonoma COE Placer COE Los Angeles COE	Fiscal Oversight Workshops	01/22/2019	09/04/2019 09/17/2019 09/19/2019 09/23/2019 09/27/2019 10/02/2019 10/09/2019 10/16/2019 10/23/2019 10/29/2019 11/04/2019
9148	Santa Barbara COE Orange DOE San Bernardino CSS Santa Clara COE Sonoma COE Alameda COE San Joaquin COE Los Angeles COE Shasta COE Fresno COE Sutter COE Contra Costa COE Merced COE	Projection-Pro Workshops	02/27/2019	10/09/2019 10/15/2019 10/23/2019 10/29/2019 11/13/2019 11/14/2019 11/19/2019 11/26/2019 12/04/2019 12/11/2019 12/17/2019 01/07/2020 01/16/2020
8494	Manteca USD	ASB Workshop	11/08/2018	10/23/2019
8513	Willits Unified School District	ASB Workshop	03/15/2019	10/11/2019

Professional Learning Services Con't.

Job #	Client	Review Types	Date Requested	Status
8489	Fremont USD	ASB Workshop	07/11/2018	10/09/2019
8495	Santa Clara COE	ASB Workshop	10/24/2018	10/08/2019
8496	Liberty Union HSD	ASB Workshop	07/09/2018	10/04/2019
8519	El Camino Real Charter High School	ASB Workshop	03/19/2019	09/27/2019
8498	Walnut Valley USD	ASB Workshop	02/16/2019	09/26/2019
8512	Santa Ana USD	ASB Workshop	02/13/2019	09/25/2019
8490	Hemet USD	ASB Workshop	09/12/2018	09/11/2019
8493	Beaumont USD	ASB Workshop / Booster Club Workshop	08/03/2018	09/10/2019
8521	Sutter CSS	ASB Workshop	05/16/2019	11/13/2019
8501	Fresno COE	ASB Workshop	03/05/2019	08/19/2019
8522	Oceanside USD	ASB Workshop	05/22/2019	08/12/2019
8520	San Diego COE	Charter School Oversight	05/01/2019	11/04/2019
8518	Desert Sands USD	ASB Workshop	04/18/2019	10/17/2019
8517	Fullerton Joint USD	ASB Workshop	04/17/2019	09/03/2019
8516	Santa Barbara CEO	ASB Workshop	04/16/2019	09/23/2019
8515	CADA	ASB Workshop	04/11/2019	03/04/2020
N/A	CBO Mentor Project, 15 th Cohort, 2018/19	Training/Mentoring	Partnership with CASBO, SSC, and CCESA/BASC	Scheduled
N/A	USC School Business Management Certificate Program	Training/Mentoring	Partnership with USC and SSC	Ongoing

Product Development

Name	Development Type	Status
SACS Software Replacement	Development	Ongoing
Projection-Pro MYP Software	Development, UAT: May 14-June 14	Ongoing
LCFF Calculator	Next update: 3 rd Quarter, 2019	Ongoing
Common Message	Updated throughout the year, working with BASC	Ongoing
SCFF Calculator	Next update: 3 rd Quarter, 2019	Ongoing

New Requests for Management Assistance and Professional Learning

Job #	Client	Review Types	Date Requested	Status
8523	Pasadena City College	ASB Workshop	06/03/2019	Pending Signed Study Agreement
8524	Southwestern Community College	ASB Workshop	05/21/2019	Pending Signed Study Agreement

New Requests Con't.

Job #	Client	Review Types	Date Requested	Status
N/A	California Community College Student Affairs Association	ASB Workshop	05/21/2019	Intake
N/A	Butte Property & Liability JPA	ASB Workshop	05/17/2019	Intake
N/A	Fresno USD	ASB Workshop	05/14/2019	Intake
8123	San Diego CCD	Other	05/08/2019	Intake
1298	Dixon USD	Fiscal Health Risk Analysis	04/30/2019	Pending Signed Study Agreement
1297	Richland SD	Organization/Staffing / Budget MYP	04/04/2019	Pending Signed Study Agreement
1294	Sacramento COE	Organization/ Staffing - Technology	01/11/2019	Pending Signed Study Agreement

SECTION G

FCMAT Services

*(CSIS Services Quarterly Report /
Projection-Pro Workshops)*

CSIS Services Quarterly Report

Introduction

As a service of the Fiscal Crisis and Management Assistance Team (FCMAT), California School Information Services (CSIS) assists LEAs in addressing a variety of challenges in the management and exchange of school student, staff, and institutional information. 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. During this period, the CALPADS team continues to make additional improvements to the CALPADS system:

- Preparing CALPADS for the End of Year (EOY) submission, including updating 10 reports for EOY 2 and EOY 3 and improving validation checks across all EOY submissions.
- Revising C/A Report 5.4 (Homeless Students Enrolled - Unduplicated Count by LEA) to add the capability to view both certified and non-certified data during the EOY 2 submission to better track homeless counts across counties.
- Modernizing learning opportunities for the three EOY submissions and cohort reporting.
- Working with CDE to finalize data collection requirements for 2019-20, including restructuring course file layouts and course codes for Assignment Monitoring, and discipline file layouts to allow for multiple disciplinary actions for an incident and collection of restraints/seclusion data.

CALPADS - IMPORTANT DATES

May 13, 2019 – End of Year submission open

August 30, 2019 – End of Year submission and Cohort Processing window close

STUDENTS WITH DISABILITIES (SWD) DATA

The CALPADS team continues to make significant development/testing strides to enable the collection of special education data beginning in Fall 2019. The team is collaborating with the Special Education Data System vendors to provide automation through an API. User acceptance testing with select LEAs and SELPAs is scheduled for early July 2019.

CALPADS LEARNING OPPORTUNITIES

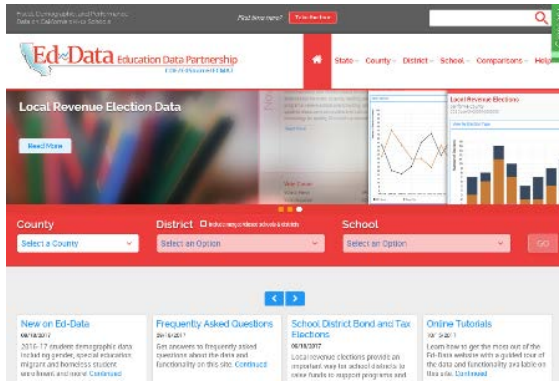
The EOY and Cohort presenter-led trainings are underway. A Bridge account is necessary to sign up for the presenter-led trainings which are conducted in the train-the-trainer model. For those not leading training efforts locally, a Bridge account is not needed. Instead, the YouTube Channel, available to all, hosts pre-recorded [CALPADS training](#).

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](#).

In April, the Ed-Data team held a webinar that included a tour of the financial data, teacher salary data and how to use the comparisons. [A recording of the webinar](#) is available on the EdSource YouTube channel.

Continued ...



The May Release included a number of different data sets, including:

- 2017-18 staff demographic data,
- 3 years of suspensions and expulsion data (2015-16, 2016-17 and 2017-18),
- 2 years of chronic absenteeism and cumulative enrollment data (2016-17 and 2017-18), and
- 2017-18 charter schools by school type.

The Ed-Data team also implemented:

- 6 new suspensions and expulsions charts, including 8 drill-in charts with further drill-ins for charter/non-charter school data,
- 3 new charts for chronic absenteeism and cumulative enrollment data, including 9 drill-in charts with further drill-ins to charter/non-charter data.

With the May Release, all of these data (staff demographic, suspensions, expulsions and chronic absenteeism) are also available in the comparisons tool.

SACS System Replacement (SSR)

The SSR system will be a modern, web-based system designed and purposefully built through a multi-year project to satisfy the needs of the CDE, California's local educational agencies and their county offices in collecting, reviewing, and disseminating LEA financial data.



Although the major focus in 2018-19 has been on project initiation, a substantial amount of work in requirements, development and testing has also been accomplished. The strategy for this year was to create a skeleton of the SACS software sizeable enough to confirm assumptions and prove the design and architecture described in the SSR Proposal. The development of the skeleton is particularly meaningful in that it removes a considerable amount of technical risk for 2019-20. Through this effort, the SSR team has solved the most challenging business and technical requirements while creating the core features of the system. The SSR team will continue to build the remaining SACS functionality on solid patterns and templates.

The project includes 293 business and technical requirements. At the close of 2018-19, four requirements packets were completed: application security, skeleton, data submission and workflow, and forms. The end-to-end financial data submission included all phases of the submission process from LEA data submission through CDE review activities with tracking and monitoring of the data set. This included system-automated and approval-based state changes for data submissions, making this the most complex and intricate area of the system. When analysis of forms is complete, an estimated 20,000 business rules will be documented.

Development of the skeleton is planned to be complete in November as scheduled. The SSR team is on track to complete the 10 development sprints scheduled for the 2018-19 year. The team recently demonstrated login and user management functionality as well as SACS Form 01, a key area of the system and one of the longer screens. Testers continue to script automated tests to verify functional, performance, and accessibility requirements are met.

Projection-Pro Workshops

WORKSHOPS

FCMAT is pleased to provide training on Projection-Pro, a new, free online multiyear projection software service built from the ground up for California's local educational agencies. Workshops are scheduled for the following dates and locations:

- October 9, 2019 – Santa Barbara County
- October 15, 2019 – Orange County
- October 23, 2019 – San Bernardino County
- October 29, 2019 – Santa Clara County
- November 13, 2019 – Sonoma County
- November 14, 2019 – Alameda County
- November 19, 2019 – San Joaquin County
- November 26, 2019 – Los Angeles County
- December 4, 2019 – Shasta County
- December 11, 2019 – Fresno County
- December 17, 2019 – Sutter County

For more information or to register, go to the following webpage: <http://fcmat.org/professional-development/>

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM



	1 year Em	2 years Em	3 years Em	4 years Em	5 years Em	6 years Em
	6,573	2	157	6,732	3,340	1,866
	9,768	582	701	11,051	11,615	6,292
	6,271	1,037	943	8,251	7,274	5,024
	23,522	938	557	25,017	27,091	24,638
	26,603	8,446	8,838	43,887	40,687	30,867
	1,275	542	950	2,767	2,645	2,481
	26,767	6,559	5,970	39,296	32,899	26,448
	19,542	2,055	49,287	70,884	65,286	57,535
	11,537	3,783	12,602	27,922	26,323	26,459
	3,175	4,410	6,633	14,218	13,909	13,044
	1,308	104	85	1,497	1,250	
	136,341	28,458	86,723	251,522	232,319	194,654
	64,558	2,450	2,234	69,242	52,234	48,183
	200,899	30,908	88,957	320,764	284,553	242,837
	38,706	20,481	32,979	72,166	90,606	74,027
	27,832	10,266	19,798	896	45,951	34,555
	66,538	30,747	52,777	72	136,557	108,582

PROJECTION^{PRO}

Multiyear Projection & Cash Flow Software

For school districts, county offices of education, charter schools and oversight agencies

Create ...

aligned multiyear and cash flow projections with ease.

Customize ...

projections with expanded views, assumptions and calculations.

Collaborate ...

with other team members using multiuser editing.

Share ...

results with colleagues using read-only access.

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assumption details for easy future updates.

Simplify ...

your financial reporting process.

SECTION H

Legislative Report

Budget Agreement Summary

**OFFICE OF MARY C. BARLOW
KERN COUNTY SUPERINTENDENT OF SCHOOLS**

TO: FCMAT Advisory Board

DATE: June 19, 2019

FROM: Michael Hulsizer

SUBJECT: Summary and Analysis of 2019-20 Budget Agreement

On May 9, Governor Newsom released the “May Revision” to his 2019-20 January budget proposals, including his adjusted revenue estimates and plans for public education. On June 13, both houses approved the Budget Conference Committee compromise agreement in AB 74, the 2019-20 Budget Act. The two primary education budget trailer bills are SB 75 and SB 76.

The May Revision and the approved Budget Act (AB 74) confirm that from 2017-18 through 2019-20, revenues have increased by approximately \$3.2 billion. In the three largest tax sources, the changes since January are:

- Personal income tax revenues are now almost \$1.9 billion higher due to the strong stock market in 2019, which results in substantially higher capital gains in 2019 and 2020. In addition, personal income tax withholding was increased by \$500 million in 2019 due to the expected number of Initial Public Offerings (IPOs) of stock in large California-based companies.
- Sales tax receipts are \$360 million lower due to a downgrade in the forecast for investment by businesses, as the expected boost from the federal tax cut did not materialize.
- Corporation tax revenues are now \$1.7 billion higher than the January estimate based on corporate tax receipts received through April. The stronger receipts are a result of shifting of income from 2017 to 2018 and other one-time payments such as revenues from repatriation of foreign earnings associated with the federal tax changes in late 2017.

In his May Revision press conference, the Governor repeatedly used the term “short term” when referencing the revenue increases outlined above. Governor Newsom characterized these current year gains as mostly revenue from high-income individuals and corporate profits outperforming expectations made in January. However, the administration now projects that out-year revenue estimates are lower by \$1.6 billion in 2022-23 compared to the January budget. It is important to recognize that while overall revenues are up in the current year, the final spending adjustments agreed to by the Governor and Legislature prioritized one-time enhancements above ongoing commitments. The rainy day fund to \$16.5 billion in 2019-20—a \$1.2 billion bump from the Governor’s January budget.

This summary is based upon information obtained from the May Revision summary and press conference, briefings provided by administration staff, the updated “May Revision Proposition 98 Facts and Figures” published by the Department of Finance and Legislative Budget summaries.

K-14 Education (Proposition 98) Adjustments

Despite the overall three-year General Fund revenue increases since January, K-14 education spending under the Proposition 98 guarantee increases just slightly over the same period (2017-18 to 2019-20) by an additional \$746.5 million. Specifically, the Proposition 98 guarantee increases in:

- 2017-18 by \$78.4 million to \$75.576 billion,
- 2018-19 by \$278.8 million to \$78.146 billion,
- 2019-20 by \$389.3 million to \$81.069 billion.

Like 2018, the above gains are modest relative to overall growth in the General Fund due, primarily, to Proposition 98 “Test 2” provisions applied in 2018-19 in which growth in the minimum guarantee is driven by per capita personal income growth NOT growth in State General Fund tax revenue growth.

The current year (2018-19) spending level for K-14 (Proposition 98) education set last June in the 2018 Budget Act was \$78.4 billion. The January Budget estimated K-14 (Proposition 98) 2019-20 spending at \$80.7 billion. The May Revision and final enacted budget increase of \$746.5 million brings total K-14 spending in 2019-20 under the Proposition 98 spending guarantee to \$81.069 billion or approximately \$2.7 billion above the level that was approved last June.

The Department of Finance’s updated LCFF gap closure percentages and COLA projections through 2021-22 are.

	2016-17	2017-18	2018-19	2019-20	2020--21	2021-22
LCFF Funding	\$2,942	\$1,362	\$3,659 ¹	\$1,959		
Gap Closure	56.08%	42.97%	100%			
COLA	0.00%	1.56%	2.71%	3.26%	3.00%	2.80%

¹In 2018-19, the reported funding level reflects a .99% (\$670 million) increase applied to the LCFF formula above the 2.71% COLA.

K-12 Education Adjustments in Final Budget Agreement

LCFF ADA and COLA Adjustments— In 2019-20 there is no remaining LCFF Gap to be funded. The LCFF funding level of \$1.959 billion reflects growth based on a 3.26% cost-of-living adjustment and changes in ADA. From January, there was an increase of \$70 million in 2018-19 and a decrease of \$63.9 million in 2019-20 for school districts, charter schools, and county offices of education to reflect changes in average daily attendance and the 2.26% cost-of-living adjustment. Recall that the final 3.26% COLA for 2019-20 is a slight reduction from the 3.46% estimate made in January.

Proposition 98 Maintenance Factor — Due to the changes to the Proposition 98 calculation, Proposition 98 Maintenance Factor payments are now triggered as follows:

- 2017-18: \$603 million
- 2018-19: \$100 million
- 2019-20: \$687 million

Cost-of-Living Adjustments in non-LCFF programs — \$179.6 million (a decrease of \$7.4 million from January) in Proposition 98 spending in selected categorical programs for 2019-20 to reflect a change in the cost-of-living factor from 3.46% at the Governor’s Budget to 3.26% at May Revision.

Categorical Program Growth Adjustments — An increase of \$7.6 million in Proposition 98 funding for selected categorical programs, based on updated estimates of average daily attendance.

Special Education—In what turned out to be the most contentious K-12 budget issue, the final agreement included:

- \$152.6 million to “level up” AB 602 rates and bring all Local Educational Agencies (LEAs) to the “statewide base rate” (est. \$557 per ADA)
- \$493.2 million to provide grants to school districts serving 3 and 4 year olds with IEPs.
- Trailer Bill Language requiring passage of reform legislation in 2020-21, prior to budget adoption, addressing the following topics:
 - An examination of the role of special education local plan areas (SELPAs) in the delivery of special education services and supports for individuals with exceptional needs, including increasing accountability and incorporation into the statewide system of support.

- Expansion of inclusive practices to ensure that every individual with exceptional needs has access to learn in the least restrictive environment.
- Opportunities for local educational agencies to receive state and regional support to address disproportionality of special education identification, placement, and discipline, as applicable, and ensure equitable access to services for individuals with exceptional needs.
- A review of existing funding allocations for special education

Both houses had rejected the Governor’s May Revision proposal of \$696.2 million (\$119.2 million increase from January) for the Special Education grants to school districts designed to promote school readiness services not currently included in an individualized education program. The administration proposed that these supplemental grants would fund new services for students currently receiving special education services and for preventative services that may reduce the need for additional services in future years.

The LAO and education stakeholders consistently criticized the Governor’s proposals as “exacerbating existing inequities in funding and incentivizing over-identification of special education students” by providing grants based upon higher percentages of students served. Both houses rejected the Governor’s proposals and, instead provided \$333 million to equalize AB 602 (special education) funding to the 90th percentile and funding for preschool services to students with disabilities. The Senate (SB 217) proposed \$200 million to expand TK and preschool services and the Assembly (AB 428) provided \$260 million ongoing to add preschool ADA to the AB 602 funding formula.

The final budget also included \$500,000 in one-time non-Proposition 98 funding to increase local educational agencies’ ability to draw down federal funds for medically related special education services and to improve the transition of three-year-olds with disabilities from regional centers to local educational agencies

Teacher Preparation, Recruitment and Retention—The final budget agreement included adjustments to three May Revision proposals designed to enhance teacher preparation, recruitment, retention and effectiveness:

- \$89.8 million one-time non-Proposition 98 spending (Assembly version) to establish the Golden State Teacher Grant Program with trailer bill language specifying that grant recipients must commit to teach at a school that has a high percentage of teachers holding emergency-type permits.
- \$38.1 million in one-time non-Proposition 98 funding for the Educator Workforce Investment Grant to provide competitive grants for professional learning opportunities for teachers and paraprofessionals. Of this funding, \$10 million is for professional development for the English Learner Roadmap, \$5 million is for special education related professional development and the remainder is for other areas, including ethnic studies.
- \$13.9 million in ongoing federal funds for professional learning opportunities for public K-12 school administrators to provide the knowledge, skills, and competencies necessary to successfully support diverse student populations. The training and resources developed as a result of this proposal will be provided in alignment with the statewide system of support.

CalSTRS and CalPERS Liabilities and Employer Contribution Costs—The final budget contained the Governor’s \$3.15 billion May Revision supplemental contribution proposal to use non-Proposition 98 funds to reduce long-term pension liabilities. The final agreement, however, addressed both CalSTRS and CalPERS obligations as follows:

- \$2.246 billion in one-time non-P 98 funds to reduce CalSTRS long-term liabilities.
 - \$356 million to reduce employer contribution rates from 18.13% to 17.10% in 2019-20
 - \$250 million to reduce employer contribution rates from 19.10 to 18.4% in 2020-21

- \$1.64 billion to reduce the school employer share of the CalSTRS unfunded liability,
- \$904 m in one-time non-P 98 funds to reduce CalPERS school long-term liabilities.
 - \$144 million in 2019-20 in one-time non-P 98 funds to reduce CalPERS employer rates.
 - \$100 million in 2020-21 in one-time non-P 98 funds to reduce CalPERS contribution rates.

Full-Day Kindergarten—The final budget contains \$300 million in one-time non-Proposition 98 funding to construct new or retrofit existing facilities for the purpose of enabling part-time Kindergarten programs to become full-time. Sets state share of facility grants at 75%, in 2019-20 and 2020-21, limits funding to school sites that did not offer a full-day kindergarten program as of July 1, 2019, eliminates the impact of receipt of grant funding on eligibility in the School Facility Program, allows for any remaining grant funding to be used for other one-time costs to implement the full-day kindergarten program.

Public School System Stabilization Account (PSSSA)—The final agreement contains the Governor’s proposed initial deposit of \$389 million into the PSSSA pursuant which was established by voter approval of Proposition 2 in 2014. The PSSSA is also referred to as the Proposition 98 Rainy Day Fund, and was intended to “lessen the impact of volatile state revenues on K-14 schools”. In a fiscal year when all of the following conditions are met, a deposit is made into the PSSSA:

- State General Fund revenues from capital gains exceed 8% of total revenues
- Proposition 98 “Test 1” is operative
- Proposition 98 maintenance factor obligations created prior to 2014-15 have been paid
- The Proposition 98 required minimum funding level is not suspended
- The Proposition 98 funding level is greater than the prior year’s funding level, adjusted for attendance growth and inflation (i.e., "Test 1" is greater than "Test 2")

Deposits made into the Account can be spent in fiscal years in which the minimum Proposition 98 funding level is not sufficient to fund the prior year funded level adjusted for growth and inflation.

Under current law (SB 858, stats. of 2014 and SB 751, stats. of 2017) a 10% cap on school district reserves may be triggered in fiscal years immediately succeeding those in which the balance in the PSSSA is equal to or greater than 3% of the total K-12 share of the Proposition 98 Guarantee (approximately \$2.1 billion). Because the balance in 2019-20 is equal to the amount of the deposit (\$389.3 million), school district reserve caps would not be required in 2020-21. Districts with fewer than 2,500 students and Basic Aid districts (about 60% of the districts in California) – have been exempted from the reserve cap. Moreover, County Superintendents can exempt school districts from the reserve caps twice in three years.

Charter Schools—The budget prohibits charter schools from discouraging students from enrolling in charters or encouraging students to disenroll from charters on the basis of academic performance or student characteristic, or from obtaining specified student information prior to enrollment.

Classified School Employees Summer Assistance Program—The final agreement contained \$36 million in one-time Proposition 98 funding to provide an additional year of funding for this program and now allows funds to be available over three years and to increase minimum salaries. Authorized in the 2018 Budget Act (AB 1808), this program provided \$50 million in one-time Proposition 98 funding for a wage enhancement program that LEAs could opt into for the 2019-20 school year. The program allows classified employees to defer up to 10% of their wages until the summer months when they would not otherwise receive a paycheck, and then draw from that account. Employees may receive up to a 1-to-1 match from these one-time funds (which would be pro-rated if insufficient to cover the full match).

Inglewood and Oakland USD Adjustments— An increase of \$3.6 million in one-time Proposition 98 funding for Inglewood Unified School District and \$514,000 one-time Proposition 98 funding for Oakland Unified School District, amounting to 75% of the operating deficit of these districts, pursuant to AB 1840 (Chapter 426, Statutes of 2018).

Fire-Related Property Tax Backfill —An increase of \$2 million in one-time Proposition 98 to reflect adjustments in the estimate for property tax backfill for basic aid school districts impacted by 2017 and 2018 wildfires. Additionally, an increase of \$727,000 one-time Proposition 98 funding to reflect adjustments to the state's student nutrition programs resulting from wildfire-related losses.

Local Property Tax Adjustments — Due to lower offsetting local property tax collections, the General Fund contribution to Proposition 98 increases by \$146.6 million in 2018-19 and \$142.1 million in 2019-20.

January Budget Proposals Maintained

The May Revision and final budget agreement include January proposals that remained unchanged:

K-12 Facilities & School Bond. Release of \$1.5 billion in Proposition 51 bond funds to support school construction projects.

Statewide Systems of Support. \$20.2 million in new ongoing Proposition 98 spending to county offices for district differentiated assistance work, consistent with the formula adopted in the 2018-19 Budget.

Dashboard & LCAP. In addition to the Statewide Systems of Support workload adjustments, the Governor proposed to increase engagement between local communities and LEAs with \$350,000 in one-time Proposition 98 funding to merge the Dashboard, the LCAP electronic template, and other school site and school district reporting tools (including the School Accountability Report Card) into a single web-based application.

Longitudinal Data. \$10 million in one-time non-Proposition 98 spending to plan for and develop a longitudinal data system.

Child Education Savings Accounts. \$50 million in one-time non-Proposition 98 spending to support pilot projects and partnerships with First 5 California, local First 5 Commissions and philanthropic organizations to support families to build assets for their children's post-secondary education.

Two Free Years of Community College. \$40 million in Proposition 98 to support a second year of free tuition for students. Approximately 28,000 first-time, full-time students are projected to be eligible for a second year of free tuition, assuming the community college meets the participation requirements.

Additional details of budget conference committee agreements can be found in the attached side-by-side comparison of administration and legislature proposals.

General Fund Revenue Forecast

The Governor's revised May budget estimated General Fund (GF) revenues will be \$1.943 billion higher over the three-year forecast period (2017-18, 2018-19 and 2019-20). The specific revenue estimate changes include:

- \$378 million in lower GF revenue in the prior year (2017-18).
- \$1.101 billion in higher GF revenue in the current year (2018-19)
- \$1.221 billion in higher GF revenue in the budget year (2019-20).

In addition, the administration estimated that statewide property tax revenues will increase 6.1% in 2018-19 (.1% higher than anticipated in January) and 6.5% in 2019-20.

**2019-20 May Revision
General Fund Revenue Forecast**
(Dollars in Millions)

Source	Governor's Budget	May Revision	Change From Governor's Budget Forecast	
Fiscal 17-18				
Personal Income Tax	\$94,272	\$93,776	-\$495	-0.5%
Sales & Use Tax	25,006	24,974	-32	-0.1%
Corporation Tax	12,156	12,313	156	1.3%
Insurance Tax	2,569	2,569	0	0.0%
Alcoholic Beverage	376	376	0	0.0%
Cigarette	65	65	0	0.0%
Pooled Money Interest	250	250	0	0.0%
Other Revenues	1,170	1,171	1	0.1%
Subtotal	\$135,865	\$135,494	-\$370	-0.3%
Transfers ^{1/}	-4,369	-4,378	-9	0.2%
Total	\$131,495	\$131,116	-\$378	-0.3%
Fiscal 18-19				
Personal Income Tax	\$97,720	\$98,304	\$584	0.6%
Sales & Use Tax	26,244	26,100	-144	-0.5%
Corporation Tax	12,330	13,774	1,444	11.7%
Insurance Tax	2,606	2,643	37	1.4%
Alcoholic Beverage	382	381	-1	-0.3%
Cigarette	65	63	-1	-2.0%
Pooled Money Interest	554	602	48	8.7%
Other Revenues	1,088	1,045	-42	-3.9%
Subtotal	\$140,988	\$142,912	\$1,925	1.4%
Transfers ^{1/}	-4,042	-4,866	-824	20.4%
Total	\$136,945	\$138,046	\$1,101	0.8%
Fiscal 19-20				
Personal Income Tax	\$100,547	\$102,333	\$1,786	1.8%
Sales & Use Tax	27,424	27,241	-184	-0.7%
Corporation Tax	13,125	13,233	108	0.8%
Insurance Tax	2,830	2,868	39	1.4%
Alcoholic Beverage	389	386	-3	-0.7%
Cigarette	63	62	-1	-2.0%
Pooled Money Interest	655	602	-53	-8.1%
Other Revenues	1,079	1,108	29	2.7%
Subtotal	\$146,112	\$147,833	\$1,721	1.2%
Transfers ^{1/}	-3,494	-3,995	-501	14.3%
Total	\$142,618	\$143,839	\$1,221	0.9%
Three-Year Total			\$1,943	

Note: Numbers may not add due to rounding.
^{1/}Includes transfers to Budget Stabilization Account each year.

Long Term Economic Forecast

The May Revision projected that significant risks to the California economic outlook have intensified, including a stock market correction, federal policy, slower global growth, and an eventual U.S. recession. Structural vulnerabilities such as large federal deficits, increased risks from natural disasters, an aging population, and increasing consumer debt levels may hamper a response to fiscal shocks.

The May Revision forecast for the largest three General Fund sources indicated that these revenues will grow from \$131.1 billion in 2017-18 to \$151.8 billion in 2022-23. The average year-over-year growth rate over this period is 3%.

Long-Term Revenue Forecast — Three Largest Sources

(General Fund Revenue — Dollars in Billions)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Average Year-Over-Year Growth
Personal Income Tax	\$93.8	\$98.3	\$102.3	\$103.8	\$106.3	\$107.6	2.8%
Sales and Use Tax	\$25.0	\$26.1	\$27.2	\$28.1	\$28.8	\$29.6	3.4%
Corporation Tax	\$12.3	\$13.8	\$13.2	\$13.7	\$14.2	\$14.7	3.7%
Total	\$131.1	\$138.2	\$142.8	\$145.5	\$149.3	\$151.8	3.0%
Growth	10.0%	5.4%	3.4%	1.9%	2.6%	1.7%	

Note: Numbers may not add due to rounding.

My thanks to Bob Blattner of Blattner and Associates & Andrea Ball and Jeff Frost of the Ball/Frost Group for their contributions to this summary and analysis.

*2019-20 Budget
Comparison Chart*

2019-20 Budget Comparison Chart: Gov's Budget, May Revision, Assembly, Senate & Conference

	Governor's January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
2019-20 General Fund Revenue and Transfers	145.415 billion	\$147.037 billion	Rejects Governor's tax conformity proposals generating \$1.7 billion of net new GF revenue in 2019-20.	Rejects Governor's tax conformity proposals generating \$1.7 billion of net new GF revenue in 2019-20.	\$147.037 billion – TBL to change California's tax laws, in response to Governor Newsom's proposals to conform state tax law to recently changed federal tax laws.
Local Property Taxes/P 98	\$25.384 billion	\$25.165 billion	\$25.165 billion	\$25.165 billion	\$25.165 billion
2019-20 Prop 98 (K-14) Spending	\$80.680 billion	\$81.069 billion	*\$81.069 billion *Appropriates \$639m over the P98 minimum guarantee to match the Governor's funding level for Proposition 98 in 2019-20.	\$81.069 billion	\$81.069 billion
Local Control Funding Formula (LCFF)	\$2.027 billion (3.46% COLA)	\$1.959 billion 3.26% COLA	\$2.331 billion for a 3.88 percent COLA	\$1.959 billion 3.26% COLA	\$1.959 billion 3.26%
LCFF – Increase Target Base Rates (AB 39)			Adopt Legislative intent to increase LCFF base grants in 2022-21 up to per pupil national average.		
Proposition 98 Certification	The 2018-19 budget adopted language to certify the P98 guarantee using a separate account to smooth fluctuations in the guarantee. The proposal eliminates the account and no longer adjusts the guarantee down if the prior year calculation changes after the fiscal year. Proposes adjustments to increase the guarantee after the fiscal year is over if the calculation results in an increase in a prior year.	The 2018-19 budget adopted language to certify the P98 guarantee using a separate account to smooth fluctuations in the guarantee. The proposal eliminates the account and no longer adjusts the guarantee down if the prior year calculation changes after the fiscal year. Proposes adjustments to increase the guarantee after the fiscal year is over if the calculation results in an increase in a prior year.	Rejects May Revision proposal and maintains the certification and true-up process created in the 2018-19 budget. Rejects the Governor's proposal to prohibit the state from making any downward adjustments to the Proposition 98 funding level once a fiscal year is over.	Approved May Revision w/ TBL	Approved May Revision proposal to eliminate the separate account and no longer adjust the guarantee level down if the prior year calculation changes after the fiscal year is over. Proposes adjustments to increase the guarantee after the fiscal year is over if the calculation results in an increase in a prior year

2019-20 Budget Comparison Chart: Gov's Budget, May Revision, Assembly, Senate & Conference

	Governor's January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
Public School System Stabilization Account (PSSA)		\$389 million into the PSSSA pursuant which was established by voter approval of Proposition 2 in 2014	In rejecting Governor's tax conformity proposals, the Assembly Plan rejects May Revision proposal to make a \$389 million deposit into the PSSA	Reduces amount deposited to \$241.9 million to reflect changes to the calculation of the deposit related to an anticipated increase in TK average daily attendance	Approved May Revision proposal to deposit \$389 million into the PSSA.
LCFF Continuous Appropriation	The Administration proposes to cap the continuous appropriation of COLA for LCFF during future years if the COLA for LCFF and other K-14 programs would exceed growth in the minimum guarantee and adjust COLA for specified programs by a like amount.	The Administration proposes to cap the continuous appropriation of COLA for LCFF during future years if the COLA for LCFF and other K-14 programs would exceed growth in the minimum guarantee and adjust COLA for specified programs by a like amount	Approved May Revision	Approved May Revision w/ TBL	Approved May Revision proposal to cap the continuous appropriation of COLA for LCFF during future years if the COLA for LCFF and other K-14 programs would exceed growth in the minimum guarantee and adjust COLA for specified programs by a like amount
Special Education	\$390 m (ongoing) and \$187 m (one-time) P 98 funds for special education-related services for LEAs with significant numbers of students with disabilities and low-income, foster youth, and English language learner students.	\$695.6 m (ongoing) in P 98 funds for special education-related services for LEAs with significant numbers of students with disabilities and low-income, foster youth, and English language learner students.	Reject May Revision and instead: \$593 million of ongoing P 98 funding, as follows: \$333 million to equalize AB 602 funding rates to the 90th percentile \$260 m ongoing to add preschool ADA to the AB 602 funding formula. Funding would be sufficient to add four year olds to the AB 602 formula, with intent to provide additional funding in future to include funding for both three and four year olds.	Reject May Revision and instead: \$533 million of ongoing P 98 funding, as follows: \$333 million to equalize AB 602 funding rates to the 90th percentile \$200 m ongoing for "Special Education Early Intervention Grants" of \$4,000 per student to the district of residence for children receiving IEP services and is also enrolled in a mainstream early education setting pursuant to their IEP. Expand TK eligibility for 4 year olds w/IEPs.	\$152.6 million to equalize AB 602 rates and bring all Local Educational Agencies (LEAs) to "statewide base rate" (est. \$557 per ADA) \$493.2 m to provide grants to LEAs serving 3 and 4 year olds with IEPs. TBL requires legislation passage in 2020-21 to reform special education system to improve outcomes for students to maintain ongoing funding

2019-20 Budget Comparison Chart: Gov’s Budget, May Revision, Assembly, Senate & Conference

	Governor’s January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
School Employer Pension Contributions	<p>\$3 billion in one-time non-P 98 funds to reduce CalSTRS long-term liabilities.</p> <ul style="list-style-type: none"> • \$350 million to reduce employer contribution rates from 18.13% to 17.1% in 2019-20 • \$350 million to reduce employer contribution rates from 19.1% to 18.10% in 2020-21. • \$2.3 billion to reduce long-term unfunded liability of the retirement fund. 	<p>\$3.15 billion in one-time non-P 98 funds to reduce CalSTRS long-term liabilities.</p> <ul style="list-style-type: none"> • \$500 million to reduce employer contribution rates from 18.13% to 16.7% in 2019-20 • \$350 million to reduce employer contribution rates from 19.1% to 18.1% in 2020-21. • \$2.3 billion to reduce long-term unfunded liability of the retirement fund. 	<p>\$3.15 billion in one-time non-P 98 funds to reduce CalSTRS long-term liabilities.</p> <ul style="list-style-type: none"> • \$500 million to reduce CalSTRS employer contribution rates from 18.13% to 16.33% in 2019-20 • \$350 million to reduce CalSTRS employer contribution rates from 19.1% to 18.1% in 2020-21. • \$2.3 billion to reduce long-term CalSTRS unfunded liability of the retirement fund. <p>\$1.5 billion in one-time non-P 98 funds to reduce CalPERS school long-term liabilities.</p> <ul style="list-style-type: none"> • \$175m to reduce CalPERS school employer contribution rates in 2019-20 and • \$175m to reduce CalPERS school employer contribution rates in 2020-21 • \$1.15 billion to reduce long-term unfunded liability of 	<p>\$3.578 billion in one-time non-P 98 funds to reduce CalSTRS long-term liabilities.</p> <ul style="list-style-type: none"> • \$630 million to reduce employer contribution rates from 18.13% to 16.33% in 2019-20 • \$648 million to reduce employer contribution rates from 19.1% to 17.30% in 2020-21. • \$2.3 billion to reduce long-term unfunded liability of the retirement fund. <p>\$521m in one-time non-P 98 funds to reduce CalPERS school long-term liabilities.</p> <ul style="list-style-type: none"> • \$257 m to reduce employer contribution rates from 20.73 % to 18.93% in 2019-20 and • \$264 m to reduce employer contribution rates from 23.6% to 21.8% in 2020-21 	<p>\$3.15 billion in one-time non-P 98 funds to reduce long-term CalSTRS and CalPERS liabilities, as follows:</p> <p>\$2.246 billion in one-time non-P 98 funds to reduce CalSTRS long-term liabilities.</p> <ul style="list-style-type: none"> • \$356 million to reduce employer contribution rates from 18.13% to 17.10% in 2019-20 • \$250 million to reduce employer contribution rates from 19.10 to 18.4% in 2020-21 • \$1.64 billion to reduce the school employer share of the CalSTRS unfunded liability, <p>\$904 m in one-time non-P 98 funds to reduce CalPERS school long-term liabilities.</p> <ul style="list-style-type: none"> • \$144 million in 2019-20 in one-time non-P 98 funds to reduce CalPERS employer rates from 20.73% to 19.721%. • \$100 million in 2020-21 in one-time non-P 98 funds to reduce CalPERS

2019-20 Budget Comparison Chart: Gov’s Budget, May Revision, Assembly, Senate & Conference

			the retirement fund		<p>contribution rates from 23.6% to 22.7%.</p> <ul style="list-style-type: none"> \$660 million in 2018-19 to address the CalPERS school pool unfunded liability <p>\$3.0 billion on non-P98 to address the CalPERS <u>state plans unfunded liability</u>, as follows:</p> <ul style="list-style-type: none"> \$2.6 billion in 18-19 \$235 million 20-21 \$165 million in 2021-22 <p>TBL compromise:</p> <ul style="list-style-type: none"> MR version on the CalSTRS supplemental pension payments for the state share of unfunded liability, MR version for payroll and CalPERS deferrals
Statewide System of Support - COEs	\$18.4 million (ongoing) consistent with 2018-19	\$20.2 million (ongoing) consistent with 2018-19	Approve May Revision	Approve May Revision	Approve May Revision
Broadband Infrastructure Grant Program		\$15 m in non-P98 funds, one-time. CDE to contract with CENIC to increase digital learning opportunities for students. (E-rate subsidies generated as a result of these broadband grants shall be used for additional broadband connectivity solutions.	Approve May Revision	Reject proposal.	\$7.5 million in one-time non-Prop 98 for the Broadband Infrastructure Grant Program

2019-20 Budget Comparison Chart: Gov's Budget, May Revision, Assembly, Senate & Conference

	Governor's January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
Teacher Loan Repayments/Teacher Grants		\$89.8 million one-time non-P98 spending to provide 4,500 loan assumptions (repayments) of up to \$20,000 for newly credentialed teachers who promise to work in high-need schools for at least four years.	Rejects May Revision proposal. Approves \$89.8 million in one-time non-P98 funding to establish the Golden State Teacher Grant Program. The program will award one-time grant funds of up to \$20,000 to students in educator preparation programs with their commitment to teach in a subject area impacted by the teacher shortage.	Approved \$89.8 million May Revision proposal with TBL to require: (1) applicants to have student loan debt, (2) awardees to teach at priority schools, and (3) reporting to appropriate policy and fiscal committees of the Legislature	\$89.8 million to establish the Golden State Teacher Grant Program with placeholder trailer bill that specifies that grant recipients must commit to teach at a school that has a high percentage of teachers holding emergency-type permits.
Educator Workforce Investment Grants		\$34.8 million in one-time non-P98 funding to provide training and resources for classroom educators, including teachers and paraprofessionals, to build capacity around inclusive practices, social emotional learning, computer science, and restorative practices as well as subject matter competency, including STEM.	Approves \$34.8 million in one-time non-P98 funding with TBL to provide training and resources for teachers around inclusive practices, social emotional learning, computer science and restorative practices. Amends TBL to also include training for ethnic studies.	Approves \$34.8 million in one-time P98 funding with TBL specifying that professional development shall focus on: 1) Integrating support for English Language learner students and incorporating the principles and policies described in the California English Learner Roadmap SBE Policy 2) Inclusive practices for general education and special education settings.	\$38.1 million in one-time non-Proposition 98 funding for the Educator Workforce Investment Grant to provide competitive grants for professional learning opportunities for teachers and paraprofessionals. Of this funding, \$10 million is for professional development for the English Learner Roadmap, \$5 million is for special education related professional development and the remainder is for other areas, including ethnic studies.
21st Century California School Leadership Academy		\$13.9 m in ongoing federal funds for K-12 administrator training on supporting diverse student populations.	Approves the May Revision	Approve May Revision w/ TBL to specify that ELL professional learning is included	Adopt Governor's Version on the 21st Century California School Leadership Academy

2019-20 Budget Comparison Chart: Gov’s Budget, May Revision, Assembly, Senate & Conference

	Governor’s January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
K12 Strong Workforce Program / Career Technical Education	\$248 million (\$171 million ongoing and \$77 million in one-time) P98 funding for the Strong Workforce Program (SWP).	\$248 million (\$245.64 million ongoing and \$2.36 million one-time) P98 funding for the Strong Workforce Program (SWP).	Shifts \$150 million in ongoing P98 funding from the Strong Workforce Program to the Career Technical Education (CTE) Incentive Grant program within the California Department of Education. (CDE), for a total of \$300 million. Approves \$98 million for the Strong Workforce Program and eliminates the K-12 Tech. Assistance Providers within the SWP. Allows CDE to use up to 2% of the grant funding to contract with county offices of education to provide technical assistance to grantees.	Modified the Governor's proposal to provide \$248 million ongoing in Proposition 98 funding for the Strong Workforce Program.	Senate Version for K-14 Strong Workforce Program.
After-School Education and Safety Program (ASES)			Reject the Governor’s proposal to use \$80.5 million in Prop 64 funding for alternative payment child care vouchers and instead approve \$80.5 million in Prop 64 funding to increase rates for the After School Education and Safety (ASES) program.	\$100 million in ongoing Proposition 98 funding to increase the daily per pupil rate for the ASES Program.	\$50 million in ongoing Proposition 98 funding for the Afterschool Education and Safety (ASES) program
Full-Day Kindergarten Facilities	\$750 million in one-time non-P98 funding to construct new or retrofit existing school facilities.	\$600 million in one-time non-P98 funding to construct new or retrofit existing school facilities	Reduces amount to \$200 million in one-time non-P98 funding to construct new or retrofit existing	Reduces amount to \$150 million one-time non-P98 funding to construct new or retrofit existing	\$300 million in one-time non-P98 funding to construct new or retrofit existing school facilities

2019-20 Budget Comparison Chart: Gov’s Budget, May Revision, Assembly, Senate & Conference

		<p>Makes funding available over a three-year period; Prioritizes eligibility during the first two years to schools converting from part-day to full-day. Increases the state share from 50% to 75% for schools converting from part-day to full-day kindergarten.</p>	<p>school facilities Makes funding available over a three-year period, expands eligibility to include facilities for LEAs to expand full-day State Preschool programs. Approves TBL to prioritize schools converting part-day to full-day and allow for remaining grant funding to be used for one-time costs to implement the full-day program. Rejects increase of state share of the facility grant from 50% to 75% Amends TBL to ensure that the Full-Day Kindergarten and Preschool Facilities Grant program is an incentive program and does not impact a district’s eligibility in the School Facility Program.</p>	<p>school facilities Makes funding available over a two-year period, Limit grants to schools serving low-income students and exclusively to convert from part-day to full-day kindergarten programs. Approves increasing the state share from 50% to 75% for schools converting from part-day to full-day kindergarten.</p>	<p>for the purpose of enabling part-time Kindergarten programs to become full-time. Sets state share of facility grants at 75%, in 2019-20 and 2020-21, limits funding to school sites that did not offer a full-day kindergarten program as of July 1, 2019, eliminates the impact of receipt of grant funding on eligibility in the School Facility Program, allows for any remaining grant funding to be used for other one-time costs to implement the full-day kindergarten program.</p>
Longitudinal Data Base	<p>\$10 million in one-time non-P98 spending to develop a longitudinal data system connecting student information from early education providers, K-12 schools, higher education institutions, employers, other workforce entities and health and human services agencies.</p>	<p>\$10 million in one-time non-P98 spending to develop a longitudinal data system connecting student information from early education providers, K-12 schools, higher education institutions, employers, other workforce entities and health and human services agencies.</p>	<p>Rejects Governor’s proposal and instead shift the \$10 million and adopt placeholder TBL to require the Governor’s Office of Planning and Research to establish a Statewide Longitudinal Data System workgroup.</p>	<p>Rejects Governor’s proposal and instead shift the \$10 million and adopt placeholder TBL to require the Governor’s Office of Planning and Research to establish a Statewide Longitudinal Data System workgroup.</p>	<p>Approved May Revision</p>
	Governor’s January	May Revision	Assembly Budget	Senate Budget	Conference Committee

2019-20 Budget Comparison Chart: Gov’s Budget, May Revision, Assembly, Senate & Conference

	Budget		Committee	Committee	
Classified Employee Summer Assistance Program		\$36 million in one-time P98 funding to provide an additional year of funding for this program created in 2018-19 Budget.	Approve May Revision w/ TBL to allow funds to be available over three years and to increase minimum salaries..	Approve May Revision w/ TBL to allow funds to be available over three years and to increase minimum salaries.	May Revision Proposal (\$36 million) with TBL to allow funds to be available over three years and to increase minimum salaries
Low Performing Student Block Grant			\$50 million in one-time P98 funding. Builds on the \$300 million in one-time funding provided in 2018-19. Modifies the allocation methodology to ensure the funding follows the student to the LEA they are attending at the time of the allocation.		
College Readiness Block Grant				\$242 million one-time Prop 98 funds. Funds to school districts & charter schools to prepare high school students, particularly low-income, English learner and foster youth, to be eligible for admission into postsecondary institutions and increase four year college going rates.	
CARSNet – Charter Accountability Resource & Support Network				\$18 m in one-time P98 funds, over 3 years to support training for school districts and COEs in oversight of charter schools. Funds would increase number of CARSNet regional leads and technical assistance providers.	

2019-20 Budget Comparison Chart: Gov's Budget, May Revision, Assembly, Senate & Conference

	Governor's January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
Mental Health Student Services Act	\$5.3 m in non-P98 ongoing to provide mental health services at UC	\$5.3 m in non-P98 ongoing to provide mental health services at UC	<p>\$10 million ongoing P 98 funding and \$12 million one-time Proposition 63 state administration fund to the CCC,</p> <p>\$2 million ongoing from Proposition 63 funds, and \$3 million one-time from Proposition 63 to UC, and</p> <p>(\$3 million ongoing from Proposition 63 funds and \$5 million one-time from Proposition 63 funds to the CSU to provide mental health services.</p>	\$550 million in non-Prop 98 funds, one-time funds to the Mental Health Services Oversight & Accountability Commission (Prop 63), for purpose of establishing mental health partnerships between County Mental Health or behavioral Health Departments and K-12 school districts, charters schools, county offices of education community colleges, CSU and UC within a county region.	<p>\$50 million in Proposition 63 funding (\$10 m ongoing, \$40m one-time) for the Mental Health Student Services Act to provide competitive grants to partnerships between county mental or behavioral health departments and school districts, charter schools, and county offices of education.</p> <p>\$7 million in one-time P 63 to CCC to provide mental health services</p> <p>\$3 million in one-time P 63 for mental health services at CSU</p> <p>\$5.3 million ongoing non-P 98 for mental health services at the University of California.</p>
ECE- State Preschool Slots and Eligibility	<p>Shifts \$297.1 million from P98 for part-day State Preschool programs at non-local educational agencies to non-Proposition 98 spending to allow non-LEAs providers to receive full-day, full-year reimbursement</p> <p>\$124.9 million in non-Proposition 98 spending</p>	<p>Shifts \$297.1 million from P98 for part-day State Preschool programs at non-local educational agencies to non-Proposition 98 spending to allow non-LEAs providers to receive full-day, full-year reimbursement</p> <p>\$124.9 million in non-Proposition 98 spending</p>	<p>Approved \$297.1 million shift of State Preschool funding to non-LEA providers.</p> <p>Approved May Revision \$124.9 million in non-Proposition 98 spending to fund additional slots Allocates an additional \$31 million in ongoing non-P 98 funding in 2019-20 and</p>	<p>Approved \$297.1 million shift of State Preschool funding to non-LEA providers.</p> <p>Approved May Revision \$124.9 million in non-Proposition 98 spending to fund additional slots</p> <p>Amend TBL to provide priority for full-time slots for working parents and</p>	<p>Approved May Revision funding and added TBL changes to prioritize working families for full-time slots and expand eligibility to all families in the school attendance area where 80 percent or more students qualify for free or reduced price meals</p>

2019-20 Budget Comparison Chart: Gov’s Budget, May Revision, Assembly, Senate & Conference

	(and additional investments in the two succeeding fiscal years) to fund a total of 200,000 slots by 2021-22 for not-for-profit providers to provide full-day, full-year access to State Preschool to all eligible low-income four-year-olds	(and additional investments in the two succeeding fiscal years) to fund a total of 200,000 slots by 2021-22 for not-for-profit providers to provide full-day, full-year access to State Preschool to all eligible low-income four-year-olds	approximately \$125 million in 2020-21 to annualize these additional slots. Amend TBL to include all families that live in a school attendance area where 80% or more students qualify for Free/Reduced Price Meals.	those attending school. Require reporting on the demand for and uptake of new state preschool slots.	
Child Care and Preschool Rates			TBL to establish a single regionalized state reimbursement rate system for subsidized child care and preschool based on the cost of providing care in different settings, recognizing regional cost difference and providing incentives for increased quality.	\$85 mill in ongoing General Fund (non-Prop 98) to increase the hourly rate of license-exempt providers to approximately 70% of the hourly rate for licensed providers. \$5.5 million in ongoing funding (\$3.6 million Prop 98) for the Stet Preschool Program to reflect the application of adjustment to rates for children with exceptional needs in part-day state preschool programs.	Approve the application of the rate adjustment for children with exceptional needs to part-day state preschool rates.
Master Plan for Early Learning & Care	\$10 million for the SBE to develop a long term strategic plan and road map for more well-aligned comprehensive early learning care system.	\$10 million with revised language: for the SBE to develop an Early Learning & Care Master Plan and road map to provide universal preschool in California and long-term plan to improve access to and quality of subsidized child care.	Reduces funding to \$5 million; requires the SBE to convene stakeholders to recommend priority areas of study related to gaps in the current research.	Reduces funding to \$5 million and require SBE to convene stakeholders to recommend priority area of study related to gaps in current research.	\$5 million in one-time, non-P98 for the Secretary of Health and Human Services, in concurrence with the executive director of the SBE, and the SPI, to contract for research on specified areas of the child care and early education system to be completed no later than October 1, 2020.

2019-20 Budget Comparison Chart: Gov’s Budget, May Revision, Assembly, Senate & Conference

	Governor’s January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
Early Learning & Care Infrastructure grant Program	\$245 million non-98 to expand facilities for subsidized child care. SPI to distribute funds in equal amounts per year for five years through grants to non-LEA child care and preschool providers.	\$245 million and SPI to distribute funds in equal amounts per year for five years through grants to non-LEA early learning and care providers. Funds may be used for construction or renovation of child care and preschool facilities. Priority to applicants with demonstrated need as measured by ratio of children in subsidized early learning and care programs to eligible children in the applicant’s service area. Additional TBL on grant management.	Approve MR proposal with TBL changes: In addition, transfers funding in the Revolving Loan Fund into the Early Learning and Care Infrastructure Grant Program as of 12/31/2019. Allows the CDE to use up to 5% of grants to contract with financial intermediaries for technical assistance. Other language to align with AB 452 (Mullin).	Approve MR proposal with TBL changes: Specify that up to 5% of funds in 2020-21 through 2023-24 shall be set-aside for assisting facilities modifications to meet licensing requirements or address health and safety violations; Require quarterly reporting to legislature and DOF.	Approve MR proposal and add TBL to transfer: \$18 million in non-P 98 funding from the Child Care Facilities Revolving Loan Fund for purposes of this program. \$10 million in P 98 funding from the Child Care Facilities Revolving Loan Fund to the Inclusive Early Education Expansion Program. Allow CDE to use up to 5% of grant funding to contract for technical assistance. Provide up to 5% to support renovation, repair, modernization, or retrofitting to address health and safety or other licensure needs.
Early Learning & Care Workforce Development Grant Program	\$245 million non-98 for Early Learning & Care Workforce Development Grants to increase quality of child care workforce. SPI to award funds in equal amounts over 5 years. Grants for educational expense, e.g., tuition, supplies, transportation, child care, substitute teacher pay.	\$245 million with revised TBL to direct SPI to award and administer grants to local and/or regional quality improvement partnerships as defined by the SPI. Also authorizes partnerships with local or online accredited higher education institutions, LEAs or apprenticeship programs.	Approved funding with TBL to ensure stipends and PD provided align with the Quality Counts California professional development system; Require SPI to develop guidelines for local planning councils for this program; make other changes to align with AB 324 (Aguiar-Curry).	Approved funding with TBL to include support activities for broader range of providers and learning needs, including ELL; includes training and capacity building around operating child care centers as a small business.	\$195 m in one-time non-P98 for the Child Care Early Learning and Care Workforce Development Grant. TBL to expand training/support activities for range of providers, stipends and professional development provided align with the Quality Counts California professional development system.

2019-20 Budget Comparison Chart: Gov's Budget, May Revision, Assembly, Senate & Conference

	Governor's January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
ECE Other Investments			<p>\$30 million in one-time non-Prop 98 and placeholder TBL for CDE to improve data collection, including \$16 million to develop a statewide data system for state-funded early education programs, \$10 million to improve local strategic planning councils, and \$4 million for CDE to collect provider information.</p> <p>\$2.25 million in ongoing non-Prop 98 to establish the Early Childhood Policy Council to continue and build upon the work of the Assembly Blue Ribbon Commission on ECE.</p> <p>\$2 million in ongoing non-98 to support CDE's Early Learning and Care Division.</p>		<p>Conference Compromise:</p> <ul style="list-style-type: none"> • Approve \$10 million for various departments, including the Department of Education, the Department of Social Services, and the Public Employment Relations Board for data collection and implementation of child care organizing. • Approve \$10 million to begin a statewide data system for early education. • Approve \$2.2 million annually for three years to establish the Early Childhood Policy Council. • Approve \$1 million in ongoing General Fund Support for the Department of Education's Early Learning and Care Division
Child Care Access		\$80 million in ongoing Prop 64 (Cannabis Tax revenue) for 8,158 additional Alternative Payment slots starting in July 1, 2019.	Rejected Governor's proposal for using Prop 64 funding for Alternative Payment (AP) slots and provides the following:	Approved Governor's proposal and added: \$12.8 million ongoing federal funds for 1,298 AP slots \$81 million ongoing non	\$80.5 million in ongoing Proposition 64 funding for Alternative Payment slots starting July 1, 2019. Approve \$50 million in one-time

2019-20 Budget Comparison Chart: Gov’s Budget, May Revision, Assembly, Senate & Conference

			\$12.8 million ongoing federal funds for 1,298 AP slots \$153.2 million ongoing state non Prop 98 for AP 15,534 slots \$100 million ongoing non Prop 98 funds for 6,172 General Child Care Slots.	Prop 98 for 12,250 AP slots \$7 million ongoing non Prop 98 for 1,800 General Child Care slots	General Fund for ongoing General Child Care slots (slots to be funded in future years with growth in Proposition 64 funds).
Paid Family Leave		Lengthens paid family leave by two weeks (from six to eight weeks) and reduces reserve requirement for Disability Insurance Fund. Intent to establish a taskforce to consider further paid family leave changes.	Rejects Governor’s Proposal and defers to the legislative policy committee process	Approves Governor’s Proposal and adopts TBL to establish the membership and objectives of a taskforce	Modified BBL and TBL to extend paid family leave from six weeks to eight weeks and with a goal of providing a 90 percent wage replacement rate.
Child Savings Accounts		\$50 million one-time non Prop98 to establish the Child Savings Accounts Grant Program.	Modified proposal and provided \$25 million for Child Savings Account and \$25 million to create a stet program in partnership with the stet Scholar share Investment Board in the State Treasurer’s Office.	Rejected the Governor’s proposal and redirect \$20 million in one-time non P98 general fund to the existing Every Kid Counts College Savings Account Program.	Approved Assembly version.
CSU Center to Close the Achievement Gap			Provided \$3 million one-time to create the CSU Center to Close Achievement Gaps that would identify best educational practices and disseminate them to K-12 schools and teacher preparation programs.		Approved Assembly version.

SECTION K

Business and Administration
Steering Committee (BASC)
Report



Report to the CCSESA

Steering Committee: Business and Administration Steering Committee (BASC)
BASC Chair: Janet Riley, Merced, BASC Co-Chair
Date: June 2019

Summary of Topics:

- *No June 2019, meeting, change to June meeting dates*
 - *Common Message*
 - *Professional Development*
 - *BASC & CalSTRS Meetings*
 - *New Financial System committee*
-

June Meetings

The BASC members discussed the BASC meeting schedule, the first week in June is to close the May meeting, The May meeting is held later in the month to align with May Revise. The suggestion is to move the June meeting to the second Friday of June. Hotel has the meeting calendar and the contract is currently being negotiated.

Common Message

May Revise Common Message sent out on May 24th and May 28th.

Professional Development

Fall 2019 BASC AB1200 workshops are scheduled for October 22 (Sacramento COE) October 24 (Orange County)
Spring 2020 CCSESA CBO conference Feb 19,20,21
Topics and breakouts are under development.

CalSTRS Pension Solution Project

BASC is engaging in conversation with various CalSTRS Pension Solution Project department leads. CalSTRS have shared the solution project through various forums. Added burdens on the school districts have been identified in the new regulations CalSTRS has meet with us twice and have included a couple of our suggestions as well as explain their reasoning behind collecting the data. The most controversial of the data collections is around leaves. Leaves, which are not normally tracked, by payroll staff, but by HR staff, are requested by STRS to be included monthly. Payroll staff works with the COE to report retirement data into the CalSTRS system.

New committee – financial systems

BASC has formed a new committee to discuss financial systems. Private entities have purchased two of the largest vendors, QSS, now Harris Schools, and Escape. COEs have noticed an increase in prices and one-sided contract language.

SECTION L

Report from the
California Collaborative for
Educational Excellence (CCEE)



Systemic Instructional Review Components

"Working together to strengthen the System of Support for every student."

Instructional Components	Characteristics
1. Culture, Practice & Planning Processes	<ul style="list-style-type: none"> ● Culture in the local educational agency (LEA) is one that fosters a deep commitment to ensuring all students attain educational success. ● The LEA practices and planning processes are designed with an inclusive instructional vision and mission at the core. ● Continuous improvement practices and processes are utilized to determine whether the instructional mission and vision is being attained. ● A supportive culture and climate for stakeholders (e.g., teachers, leaders, staff, parents) is cultivated and evident across all district efforts. ● Professional learning opportunities are provided, from the boardroom to the classroom, that create and sustain a district-wide culture of inclusivity, celebration of diversity, and culturally reflective practices and policies
2. Curriculum Development and Support	<ul style="list-style-type: none"> ● A coherent, standards-aligned curriculum, instruction and assessment system is in place that is culturally and linguistically responsive. ● Supplemental and enrichment curricular and instructional materials are provided and reflect the diverse needs of the student population and provide equitable access for all. ● The LEA utilizes a continuous problem-solving process that helps identify and provide supports needed to systemically implement the district's instructional efforts that align with the vision and mission of the district. ● Decision rules are developed and socialized with teaching and learning personnel that provide entrance and exit criteria for robust and coherent tiered support for all students, including gifted, at-risk, and students with disabilities. ● Data are used regularly to progress monitor and ensure the curriculum and instruction efforts are resulting in positive outcomes, both academic and behavior/SEL, for students. ● There is a comprehensive data driven professional development plan that is intentional and targeted to the needs of teaching and learning staff.
3. Instructional Practice and Strategies	<ul style="list-style-type: none"> ● There is a district-wide intentional focus on improving and extending differentiated instructional practices that increase student engagement. ● Instructional practices provide students access to and experience with rigorous, relevant, and coherent standards-aligned instruction that is responsive to the diverse needs of all learners. ● Instructional practices and strategies ensure that all student groups (gifted, EL, students with disabilities) and their respective teachers are included and participate in collaborative integrated planning for instruction. ● Technology and experiences beyond the textbook (e.g., project based learning) and the classroom are used to actively engage students and emphasize critical thinking skills. <p>District-wide instructional practices and strategies are actively cultivated through teacher leadership and provides the opportunity to</p> <ul style="list-style-type: none"> ● serve as a peer resource for teaching and learning ● regularly meet to review student work ● focus on the delivery of standard-aligned instruction ● utilize school data to plan, design and deliver culturally responsive instruction that results increased rate of student growth for academic and behavior/SEL



Systemic Instructional Review Components

"Working together to strengthen the System of Support for every student."

4. Social Emotional Learning and Health Development	<ul style="list-style-type: none"> • The social emotional and behavioral well-being of the whole child is a critical component of student success within the instructional vision and in policy and practice. • Social emotional learning skills are identified and integrated in to the curriculum, instruction practices, and is assessed. • When student behavior and well -being is of concern, there are resources identified to provide support to students and build the capacity of the school to meet student needs. • Social emotional learning and health development is practiced and modeled by adults throughout the district.
5. Assessment & Accountability	<ul style="list-style-type: none"> • Ongoing, aligned, systemic processes are in place for measuring how, what, and how well a student is learning (e.g., diagnostic, formative, summative). • There is a systematic process for using assessment data to make instructional decisions at the student, classroom, school, and district levels. • There is an authentic accountability system that provides a holistic approach (e.g., academic, social, developmental) to educating students, parents, teachers, administrators, and district leaders for the purpose of improving school performance. • District-wide practices include intentional time for teachers and leaders to digest, analyze, problem-solve and plan for instruction that results in improved student outcomes for both academics and behavior.
6. Family and Student Engagement	<ul style="list-style-type: none"> • Student agency and voice is fostered to promote critical thinking and leadership. • There is an expectation in the local educational agency and support is provided to schools to ensure family/guardians, and other caregivers, and students are active members and decision makers within the district and school community. • The district and school communities cultural and linguistic needs are reflected in the resources and engagement activities. • The local educational agency actively seeks and acts upon two-way communication.
7. Instructional Leadership Teams (ILTs)	<ul style="list-style-type: none"> • ILTs exist in every school and meet regularly with organized agendas and minutes • ILTs reflect cross grade and disciplinary representation, including EL and SWD • Participants are capable and empowered to use data to design instruction based on student needs • ILTs actively involved in facilitating culturally responsive data driven decision making and creating the supports necessary to improve school-wide student outcomes. • ILTs facilitate professional development and coaching on instruction, assessment and data driven decision making
8. Administrative Coaching and Leadership	<ul style="list-style-type: none"> • Infrastructures exist that support and enhance the administrator effectiveness and instructional leadership • Administrators clearly demonstrate a balance between building management and instructional leadership • Administrative practices include targeted instructional leadership provided to teachers • Administrators spend an extensive amount of time spent in classrooms observing instruction and providing feedback to teachers. • Administrators demonstrate a consistent use of qualitative and quantitative data to assess the rate of growth for academic and behavior/SEL • There is a consistent use of data to monitor progress in academics and behavior. • Administration actively cultivates a growth mind set and a safe environment for personnel to take risks and speak their truth. • Administrators actively facilitate and engage parents as welcomed partners in the school community/family.



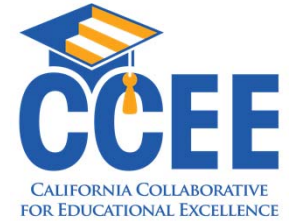
Systemic Instructional Review Components

"Working together to strengthen the System of Support for every student."

9. Professional Learning and Coaching	<ul style="list-style-type: none"> ● There is a comprehensive, substantiated and intensive approach to improving teachers,' principals' and staff (classified and certificated) effectiveness in raising student achievement and supporting social emotional learning. ● Professional learning opportunities foster collective responsibility for improved student performance and is facilitated by well-prepared school and district leaders. ● Instructional coaches are in place to support teachers' reflections and improvement of classroom practices for both academics and behavior/social emotional learning. ● Leadership coaching and mentoring provides principals' opportunity to reflect on, monitor, adjust, and increase effectiveness of their roles in strengthening instructional practices in order to meet the needs of diverse learners.
10. Data Management & Student Information Systems	<ul style="list-style-type: none"> ● There is a student information system (SIS) that actively stores and tracks all individual student data [e.g., grades, attendance], with appropriate access to teachers, administrators and parents. ● The SIS provides for the following user-friendly information: <ul style="list-style-type: none"> ● cross-departmental continuous improvement of systems ● meeting federal/state/local reporting requirements ● tracking and reporting longitudinal student progress ● classroom/school instructional decision-making ● understanding/addressing patterns in student performance ● supports the assessment and accountability system(s)
11. District and Leadership Capacity	<ul style="list-style-type: none"> ● There is a process to ensure the capacity of each cabinet member's ability to lead the work under their purview. ● Performance metrics that are aligned with district goals are established across all dept/offices and are regularly reviewed for growth and sustainability. ● Leaders are provided professional learning and coaching opportunities to enhance their roles and responsibilities. ● Each dept/office's strategic workflow, metrics and benchmarks are verified with data and aligned with district goals and vision. ● There is evidence of strong organizational capacity, dynamics, and processes to make coherent, coordinated decisions. ● District and school leadership develop and facilitate collaborative and transparent processes to implement shared goals regarding teaching and learning, effective leadership, accountability and commitment to equity and excellence across the district.
12. Governance	<ul style="list-style-type: none"> ● The district governance team has clearly established processes and protocols for the purpose of implementing strong instructional practices and educational supports for each and every student. ● The district governance team has a clear understanding of their roles and responsibilities in improving school and educational outcomes. ● The work of the district governance team reflects the local community's values, voice and interests. ● Demonstrate interpersonal respect, trust, communication, and conflict resolution for each other, district leadership/staff, and the community they serve.

CCEE DIRECT TECHNICAL ASSISTANCE

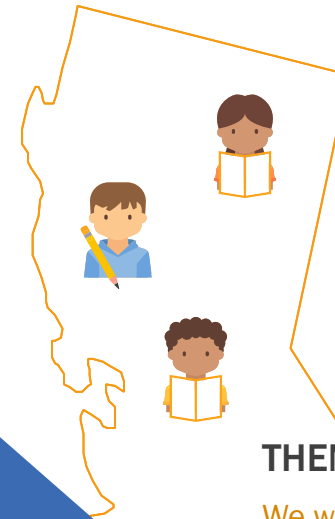
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April 2019



Bridging Systems and Innovation in Instruction

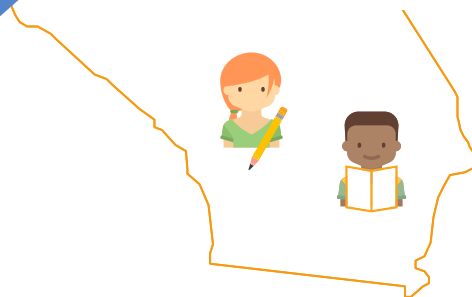
Working to strengthen the System of Support for every student.

How the CCEE approaches Direct Technical Assistance



THEN...

We will be able to attain sustainable growth among the districts we serve as they prepare each and every student to be 21st century ready.



IF THE CCEE...



COLLABORATES with partners, professional & content experts to build solutions

BUILDS CAPACITY in addressing chronic instructional performance & system challenges

Maximizes resources and leverage expertise to support **QUALITY IMPLEMENTATION**

UTILIZES CONTINUOUS IMPROVEMENT to attain immediate & long-term impact

CCEE Direct Technical Assistance

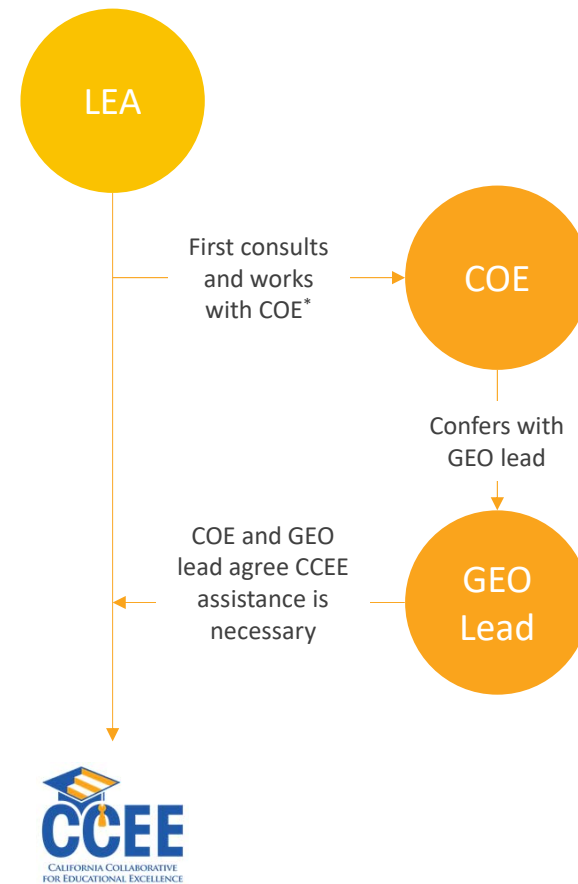
Direct Technical Assistance Pathway

Accessing DTA through the California System of Support

The LEA should first consult and work with its county office of education (COE). The CCEE may also establish contact with the COE.

The COE will consider the request and may confer with the regional Geographic Lead Agency (Geo Lead) in determining the right kind of support.

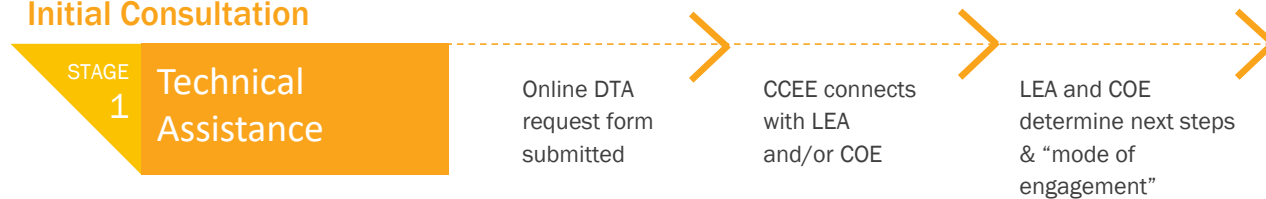
If the COE and Geo Lead agree the advice and assistance from the CCEE is necessary, then our agency can engage with and consider offering direct technical assistance to the LEA at no cost.



* Special Circumstances: Only in a few cases can an LEA *automatically* become eligible for CCEE for direct technical assistance.

CCEE Direct TA: The Process

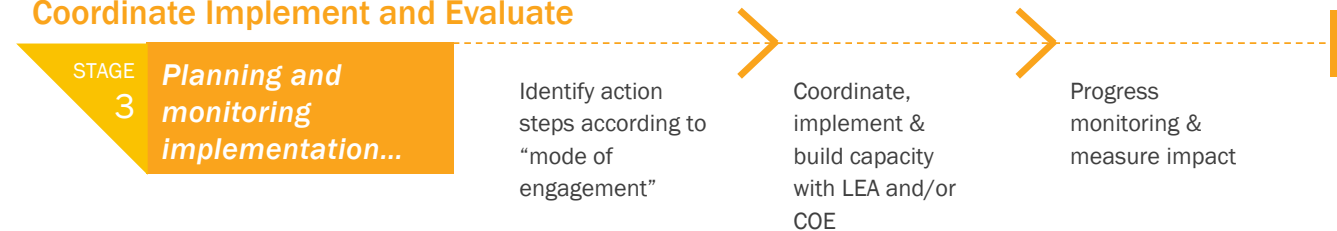
Initial Consultation



Systemic Instructional Review



Coordinate Implement and Evaluate



* Strengths, Weaknesses, Opportunities and Threats (SWOT)

**CCEE Direct
Technical
Assistance:
—
Special
Circumstances**

Special Circumstances

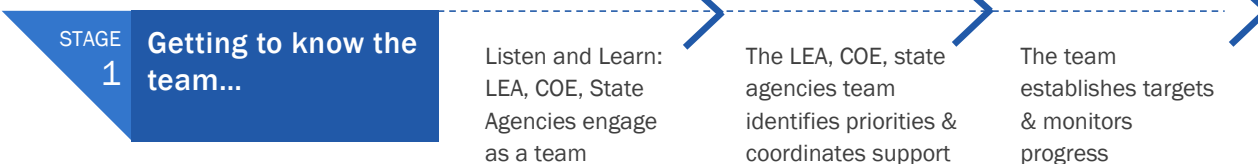
Only in a few cases can LEA's become automatically eligible for CCEE Direct Technical Assistance:

- **Fiscal Distress or Targeted Support** — When an LEA is receiving an emergency apportionment (state Loan) because it is fiscally insolvent.
- **Fee For Service** — The LEA access CCEE DTA services for a fee; the support will follow CCEE mode of engagement and process
- **State Superintendent of Public Instruction (SPI)** — If the Superintendent determines the advice and assistance of the CCEE is necessary to support an LEA

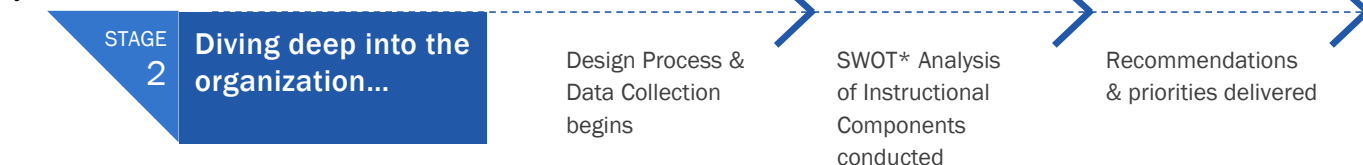
* Under Fiscal Distress and SPI circumstanced the CCEE will work and collaborate with the designated COE and with the CDE.

LEAs in “Fiscal Distress” or Targeted Support: The Process

Immediate Planning and Support



Systemic Instructional Review



Ongoing Support and Measuring Impact




* Strengths, Weaknesses, Opportunities and Threats (SWOT)

Systemic Instructional Review Components

The Systemic Instructional Review is a Pre-K to 12 instructional comprehensive assessment (Academic and Social Emotional) of an LEAs strengths, weaknesses, opportunities, and threats to effective instructional systems that successfully meet the needs of all learners, including implementation of teaching and learning practices.

🔍 The instructional components below are reviewed:

Culture, Practice and Planning Processes	Curriculum Development and Support	Instructional Strategies
Assessment & Accountability	Professional Learning and Coaching	Data Management and Student Information Systems
Instructional Leadership Teams	Administrative Leadership	Social Emotional Learning and Health Development
Family and Student Engagement	District and Leadership Capacity	Governance Support with Instruction

 * Components adapted from New York Department of Education and Massachusetts Department of Education district review processes

Systemic Instructional Review Process

Possible data gathering methods

- Empathy interviews
- Focus group interviews of stakeholders
- Instructional walks/Classroom observations
- Instructional crosswalks
- Data dialogues
- Document review (including external reports)
- Targeted school deeper dives, outliers (high and low)
- Community convenings
- Further LCAP review
- Stakeholder shadowing

Systemic Instructional Review Report

- Overview of Systemic Instructional Review
 - Purpose
 - Protocol
 - Previous work that has occurred so far
- Comprehensive SWOT* analysis of Systemic Instructional Review Components
- Recommendations with initial priorities and long- term priorities (30, 60, 90, 120 days and beyond)

*engagement with LEA and COE for feedback

*Could include COE and Professional Experts

*SWOT: Strengths, Weaknesses, Opportunities and Threats

Coordination of Support: The Hub & Spoke Model

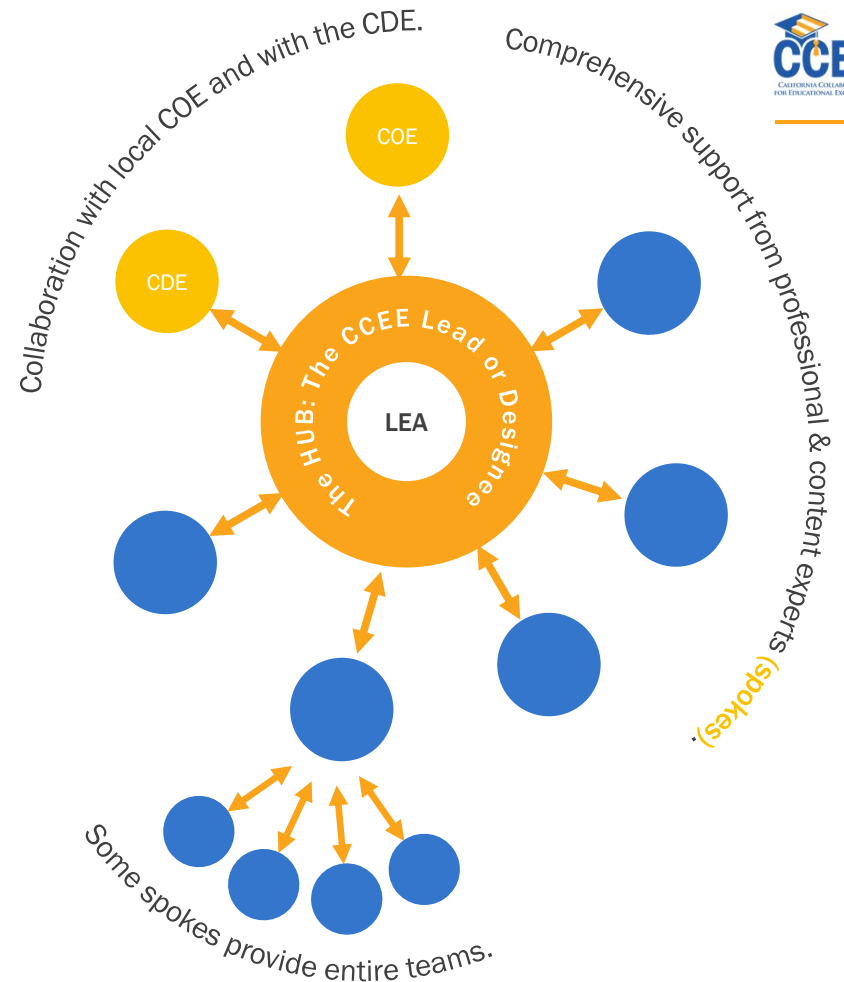
ROLES & RESPONSIBILITIES

The HUB: The CCEE Lead or Designee

- Initial contact and data collection
- Design of review
- Identification of spokes
- Coordinates support and establishes communication methods
- Facilitates check-ins for progress and course correction
- Manages progress reporting and final review document

The SPOKES: Professional & Content Experts

- Identification of Best Practices
- Data collection and analysis
- Progress reports and final report writing
- Ongoing communication and direct support with district and CCEE
- Determines appropriate degrees of supports necessary to attain review recommendations



The Opportunity

“ CCEE...can create supports for learning, knowledge sharing, and evaluation, as well as for direct intervention and improvement in the work of schools and districts that are struggling to provide an adequate education. ”

— Supporting Continuous Improvement in California’s Education System
Linda-Darling-Hammond & David N. Plank (2015)



CCEE DIRECT TECHNICAL ASSISTANCE

Dr. Karla Estrada

Director of Systems Improvement
& Innovation

kestrada@ccee-ca.org

Rocio Gonzalez-Frausto

Senior Manager, Instructional
Systems & Innovation

rgonzalez-frausto@ccee-ca.org



www.ccee-ca.org

Twitter - Facebook
- LinkedIn

@CCEECA

The CCEE's Podcast:
California School Field Trip

@CASchoolFieldTrip

* Slides 3 and 6 people icons made by [Freepik](https://www.flaticon.com) from www.flaticon.com

SECTION N

Directory Information

(Bylaws, Roster, 2020 Meeting Dates)

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

Brock Falkenberg (Term Expires: 12/31/20)
North Coast – Region 1
Supt., Lake COE
1152 S. Main Street
Lakeport, CA 95453
Phone: 707-262-4102, FAX: 707-263-0197
Email: bfalkenberg@lakecoe.org

Tracey Quarne (Term Expires: 12/31/19)
Northeastern – Region 2
Supt., Glenn COE
311 S. Villa Avenue
Willows, CA 95988
Phone: 530-934-6575, FAX: 530-934-6111
Email: traceyquarne@glenncoe.org

Gayle Garbolino-Mojica, Chair
(Term Expires: 12/31/20)
Capitol – Region 3
Supt., Placer COE
360 Nevada Street
Auburn, CA 95603
Phone: 530-889-8020, FAX: 530-888-1367
Email: ggarbolino@placercoe.k12.ca.us

Mary Jane Burke
(Term Expires: 12/31/19)
Bay – Region 4
Supt., Marin COE
1111 Las Gallinas Avenue
San Rafael, CA 94913
Phone: 415 499-5801, FAX: 415-491-6624
Email: mjburke@marin.k12.ca.us

MaryAnn Dewan (Term Expires: 12/31/20)
South Bay – Region 5
Supt., Santa Clara COE
1290 Ridder Park Drive
San Jose, CA 95131
Phone: 408-453-6511, FAX: 408-453-6601
Email: maryann_dewan@sccoe.org

Scott Nanik (Term Expires: 12/31/19)
Delta Sierra – Region 6
Supt., Calaveras COE
PO Box 760
185 S. Main Street
Angels Camp, CA 95221
Phone: 209-736-6008, FAX: 209-736-2138
Email: snanik@ccoe.k12.ca.us

Cecelia Massette (Term Expires: 12/31/20)
Central Valley – Region 7
Supt., Madera COE
1105 S. Madera Avenue
Madera, CA 93637
Phone: 559-662-6274, FAX: 559-673-5569
Email: cmassetti@mcsos.org

Susan Salcido (Term Expires: 12/31/19)
Costa Del Sur – Region 8
Supt., Santa Barbara CEO
4400 Cathedral Oaks Road
Santa Barbara, CA 93110
Phone: 805-964-4711 x5285
FAX: (805) 967-8695
Email: ssalcido@sbceo.org

Paul Gothold (Term Expires: 12/31/20)
Southern – Region 9
Supt., San Diego COE
6401 Linda Vista Road
San Diego, CA 92111
Phone: 858-292-3514, FAX: 858-268-5864
Email: paul.gothold@sdcoe.net

Judy White (Term Expires: 12/31/20)
RIMS – Region 10
Supt., Riverside COE
3939 13th Street
Riverside, CA 92501
Phone: 951-826-6670, FAX: 951-826-6199
Email: jdwhite@rcoe.us

Debra Duardo, Vice Chair
Los Angeles – Region 11
Supt., Los Angeles COE
9300 Imperial Hwy
Downey, CA 90242
Phone: 562-922-6127, FAX: 562-922-6399
Email: duardo_debra@lacoedu

DISTRICT SUPERINTENDENTS

Debra Kubin (Term Expires: 1/1/21)
North Coast – Region 1
Supt., Ukiah USD
511 South Orchard Avenue
Ukiah, CA 95485-3411
Phone: 707-472-5002, FAX: 707-463-2120
Email: dkubin@uusd.net

Kelly Staley (Term Expires: 1/1/21)
Northeastern – Region 2
Supt., Chico USD
1163 East Seventh Street
Chico, CA 95925
Phone: 530-891-3000 x149
FAX: 538-891-3220
Email: kstaley@chicousd.org

Troy Miller (Term Expires: 1/1/20)
Capitol – Region 3
Supt., Arcohe UESD
11755 Ivie Road
Herald, CA 95638
Phone: 209-748-2313 x 203
FAX: 209-748-5798
Email: miller@arcohe.net

Rick Schmitt (Term Expires: 1/1/20)
Bay – Region 4
Supt., San Ramon Valley USD
699 Old Orchard Drive
Danville, CA 94526
Phone: 925-552-2933, FAX: 925-838-3147
Email: superintendent@srvusd.net

Nancy Albarran (Term Expires: 1/1/21)
South Bay – Region 5
Supt., San Jose USD
855 Lenzen Avenue
San Jose, CA 95126
Phone: 408-535-6000
FAX: 408-535-2362
Email: nalbarran@sjusd.org

Daryl Camp (Term Expires: 6/23/19)
Delta Sierra – Region 6
Supt., Riverbank USD
6715 Seventh Street
Riverbank, CA 95367
Phone: 209-869-2538, FAX: 209-869-1487
Email: dcamp@riverbank.k12.ca.us

Wesley Sever (Term Expires: 1/1/22)
Central Valley – Region 7
Supt., Kingsburg ESD
1310 Stroud Ave
Kingsburg, CA 93631-1000
Phone: 559-897-2331, FAX: 559-897-4784
Email: wsever@kesd.org

Cesar Morales (Term Expires: 6/23/19)
Costa Del Sur – Region 8
Supt., Oxnard ESD
1051 South A Street
Oxnard, CA 93030-7442
Phone: 805-385-1501 x 2032
Email: drcmorales@oxnardsd.org

Vacant (Term Expires: 1/1/22)
Southern – Region 9

Elliott Duchon (Term Expires: 1/1/20)
RIMS – Region 10
Supt., Jurupa USD
4850 Pedley Road
Riverside, CA 92500
Phone: 951-360-4168, FAX 951-360-4194
Email: educhon@jusd.k12.ca.us

Michele Bowers (Term Expires: 1/1/22)
Los Angeles – Region 11
Supt., Lancaster ESD
44711 North Cedar Avenue
Lancaster, CA 93534-3210
Phone: 661-948-4661 x 134
FAX: 661-942-9452
Email: bowersm@lancsd.org

COMMUNITY COLLEGES

Christian Osmena
Vice Chancellor
California Community Colleges
1102 Q Street, Ste. 4400
Sacramento, CA 95811
Phone: 916-324-9508
Email: cosmena@cocco.edu

Ann Ransford (Term Expires: 1/1/22)
Trustee
Glendale Community College District
1500 North Verdugo Road
Glendale, CA 91208
Phone: 818-549-9182
Email: annransford@mac.com

FCMAT BOARD OF DIRECTORS INFORMATION

CDE REPRESENTATIVE

Nick Schweizer

Deputy Superintendent
California Department of Education
1430 N Street
Sacramento, CA 95814
Phone: 916-319-0815, FAX: 916-319-0106
Email: nschweizer@cde.ca.gov

CHARTER SCHOOLS REPRESENTATIVE

Cindy L. Petersen (Term Expires: 12/31/20)

Supt./CEO, Gateway Community Charters
5112 Arnold Avenue, Suite A
McClellan, CA 95652
Phone: 916-286-5103, FAX: 916-993-4110
Email: cindy.petersen@gcccharters.org

CCEE REPRESENTATIVE

Tom Armelino, CEO (Term Expires: 12/31/22)

California Collaborative for Educational Excellence
47-100 Calhoun Street
Indio, CA 92201
Phone: 951-826-6161

Mary C. Barlow, Superintendent

Administrative Agent
Kern County Superintendent of Schools
1300 17th Street
Bakersfield, CA 93301
Phone: 661-636-4630, FAX: 661 636-4130
Email: mabarlow@kern.org

Michael H. Fine, CEO

Fiscal Crisis & Management Assistance Team
1300 17th Street
Bakersfield, CA 93301
Phone: 661-636-4308, Fax: 661-636-4647
Email: mfine@fcmat.org

2020 Meeting Dates

2020 FCMAT Board of Directors Meeting Dates

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

Wednesday, January 29, 2020

10:00 a.m. – 12:00 p.m.

The InterContinental-Clement Hotel ~ Monterey County

Sunday, April 19, 2020

10:00 a.m. - 1:00 p.m.

Lake Arrowhead Resort ~ San Bernardino County

Sunday, June 22, 2020

10:00 a.m. - 1:00 p.m.

Laguna Cliffs ~ Orange County

Sunday, October 18, 2020

10:00 a.m. - 1:00 p.m.

Ritz-Carlton ~ (Placer County) Truckee