

**LAKE COUNTY
DISTRICT SCHOOL BOARD**

Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
and
Student Transportation

For the Fiscal Year Ended
June 30, 2014



Sherrill F. Norman, CPA
Auditor General

Board Members and Superintendent

Lake County District School Board members and the Superintendent of Schools who served during the 2013-14 fiscal year are listed below:

<u>Member</u>	<u>District No.</u>
William John Mathias	1
Rosanne Brandeburg	2
Tod Howard, Vice Chair from 11-18-13	3
Debbie C. Stivender, Vice Chair to 11-17-13, Chair from 11-18-13	4
Kyleen Fischer, Chair to 11-17-13	5

Dr. Susan E. Moxley, Superintendent

The team leader was Gail S. Collier, CPA, and the examination was supervised by Aileen B. Peterson, CPA, CPM.

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LAKE COUNTY DISTRICT SCHOOL BOARD
LIST OF ABBREVIATIONS

CELLA	Comprehensive English Language Learner Assessment
ELL	English Language Learner
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages
ESY	Extended School Year
FAC	Florida Administrative Code
FCAT	Florida Comprehensive Assessment Test
FEFP	Florida Education Finance Program
FS	Florida Statutes
FTE	Full-Time Equivalent
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan
OJT	On-the-Job Training
PK	Prekindergarten
TERMS	Total Education Resource Management System

LAKE COUNTY DISTRICT SCHOOL BOARD
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SUMMARY

SUMMARY OF ATTESTATION EXAMINATION

Except for the material noncompliance described below involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for students in ESOL, ESE Support Levels 4 and 5, Career Education 9-12 (OJT), and student transportation, the Lake County District School Board complied, in all material respects, with State requirements governing the determination and reporting of the number of full-time equivalent (FTE) students and students transported under the Florida Education Finance Program (FEFP) for the fiscal year ended June 30, 2014:

- Fifteen of the 144 students in our ESOL test, 21 of the 207 students in our ESE Support Levels 4 and 5 test, and 7 of the 22 students in our Career Education 9-12 (OJT) test had exceptions involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located. Of the 144 students in our ESOL test, 50 (35 percent) attended charter schools and 1 of the 15 students (7 percent) with exceptions attended charter schools. Of the 207 students in our ESE Support Levels 4 and 5 test, 14 (7 percent) attended charter schools and 5 of the 21 students (24 percent) with exceptions attended charter schools. None of the students in our Career Education 9-12 (OJT) test attended charter schools.
- Of the 411 students in our student transportation test, 51 had exceptions involving their reported ridership classification or eligibility for State transportation funding.

Noncompliance related to the reported FTE resulted in 45 findings. The resulting proposed net adjustment to the District's reported, unweighted FTE totaled to a negative 5.1397 (negative 4.0997 is applicable to District schools other than charter schools and negative 1.0400 is applicable to charter schools) but has a potential impact on the District's weighted FTE of a negative 55.9315 (negative 49.9413 is applicable to District schools other than charter schools and negative 5.9902 is applicable to charter schools). Noncompliance related to student transportation resulted in 11 findings and a proposed net adjustment of a negative 296 students.

The weighted adjustments to the FTE are presented in our report for illustrative purposes only. The weighted adjustments to the FTE do not take special program caps and allocation factors into account and are not intended to indicate the weighted FTE used to compute the dollar value of adjustments. That computation is the responsibility of the Department of Education. However, the gross dollar effect of our proposed adjustments to the FTE may be estimated by multiplying the proposed net weighted adjustment to the FTE by the base student allocation amount. For the Lake County District School Board, the estimated gross dollar effect of our proposed adjustments to the reported FTE is a negative \$209,872 (negative 55.9315 times \$3,752.30), of which a negative \$187,395 is applicable to District schools other than charter schools and a negative \$22,477 is applicable to charter schools.

We have not presented an estimate of the potential dollar effect of our proposed adjustments to student transportation because there is no equivalent method for making such an estimate.

The ultimate resolution of our proposed adjustments to the FTE and student transportation and the computation of their financial impact is the responsibility of the Department of Education.

SCHOOL DISTRICT OF LAKE COUNTY

The District was established pursuant to Section 1001.30, Florida Statutes, to provide public educational services for the residents of Lake County. Those services are provided primarily to prekindergarten through twelfth-grade students and to adults seeking career education-type training. The District is part of the State system of public education under the general direction and control of the State Board of Education. The geographic boundaries of the District are those of Lake County.

The governing body of the District is the District School Board that is composed of five elected members. The executive officer of the Board is the appointed Superintendent of Schools. For the fiscal year ended June 30, 2014, State funding through the FEFP was provided to the District for 44 District schools other than charter schools, 9 charter schools, 2 District cost centers, and 3 virtual education cost centers serving prekindergarten through twelfth-grade students. The District reported 40,970.77 unweighted FTE as recalibrated for those students that included 5,061.71 unweighted FTE as recalibrated for charter school students and received approximately \$130.7 million in State funding through FEFP.

FLORIDA EDUCATION FINANCE PROGRAM (FEFP)

Full-Time Equivalent (FTE) Students

Florida school districts receive State funding through the FEFP to serve prekindergarten through twelfth-grade students (adult education is not funded by the FEFP). The FEFP was established by the Florida Legislature in 1973 to guarantee to each student in the Florida public school system, including charter schools, the availability of programs and services appropriate to the student's educational needs that are substantially equal to those available to any similar student notwithstanding geographic differences and varying local economic factors. To provide equalization of educational opportunity in Florida, the FEFP formula recognizes: (1) varying local property tax bases, (2) varying program cost factors, (3) district cost differentials, and (4) differences in per-student cost for equivalent educational programs due to sparsity and dispersion of student population. The funding provided by the FEFP is based upon the numbers of individual students participating in particular educational programs. A numerical value is assigned to each student according to the student's hours and days of attendance in those programs. The individual student thus becomes equated to a numerical value known as an unweighted FTE (full-time equivalent) student. For brick and mortar school students, one student would be reported as one FTE if the student was enrolled in six classes per day at 50 minutes per class for the full 180-day school year (i.e., six classes at 50 minutes each per day is 5 hours of class a day or 25 hours per week that equals one FTE). For virtual education students, one student would be reported as one FTE if the student has successfully completed six courses or credits or the prescribed level of content that counts toward promotion to the next grade. A student who completes less than six credits will be a fraction of an FTE. Half-credit completions will be included in determining an FTE. Credits completed by a student in excess of the minimum required for that student for graduation are not eligible for funding.

For the 2013-14 school year and beyond, all student FTE enrollment is capped at 1.0 FTE except for the FTE earned by the Department of Juvenile Justice (DJJ) students beyond the 180-day school year. School districts report all FTE student enrollment regardless of the 1.0 FTE cap. The Department of Education combines all FTE enrollment reported for the student by all school districts, including the

Florida Virtual School (FLVS) Part-Time Program, using a common student identifier. The Department of Education then recalibrates all reported FTE student enrollment for each student to 1.0 FTE, if the total reported FTE for the student exceeds 1.0 FTE. The FTE reported for extended school year periods and DJJ FTE enrollment earned beyond the 180-day school year is not included in the recalibration to 1.0 FTE.

Student Transportation

Any student who is transported by the District must meet one or more of the following conditions in order to be eligible for State transportation funding: live 2 or more miles from school, be physically handicapped, be a Career Education 9-12 or an ESE student who is transported from one school center to another where appropriate programs are provided, or be on a route that meets the criteria for hazardous walking conditions specified in Section 1006.23(4), Florida Statutes. Additionally, Section 1002.33(20)(c), Florida Statutes, provides that the governing board of the charter school may provide transportation through an agreement or contract with the district school board, a private provider, or parents. The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. The District received approximately \$8.2 million for student transportation as part of the State funding through the FEFP.



Sherrill F. Norman, CPA
Auditor General

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The President of the Senate, the Speaker of the
House of Representatives, and the
Legislative Auditing Committee

INDEPENDENT AUDITOR'S REPORT ON THE NUMBER OF FULL-TIME EQUIVALENT (FTE) STUDENTS

We have examined the Lake County District School Board's compliance with State requirements governing the determination and reporting of the number of full-time equivalent (FTE) students under the Florida Education Finance Program (FEFP) for the fiscal year ended June 30, 2014. These requirements are found primarily in Sections 1011.60, 1011.61, and 1011.62, Florida Statutes; State Board of Education Rules, Chapter 6A-1, Florida Administrative Code; and the *FTE General Instructions 2013-14* issued by the Department of Education. As discussed in the representation letter, management is responsible for the District's compliance with State requirements. Our responsibility is to express an opinion on the District's compliance based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants (AICPA) and the standards applicable to attestation engagements contained in *Government Auditing Standards* issued by the Comptroller General of the United States and, accordingly, included examining, on a test basis, evidence about the District's compliance with the aforementioned State requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion. The legal determination of the District's compliance with these requirements is, however, ultimately the responsibility of the Department of Education.

Our examination procedures disclosed the following material noncompliance: 15 of the 144 students in our ESOL test,¹ 21 of the 207 students in our ESE Support Levels 4 and 5 test,² and 7 of the 22 students in our Career Education 9-12 (OJT) test³ had exceptions involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located. Of the 144 students in our ESOL test, 50 (35 percent) attended charter schools and 1 of the 15 students (7 percent) with exceptions attended charter schools. Of the 207 students in

¹ For ESOL, see *SCHEDULE D*, Findings 3, 4, 8, 16, 17, 21, 22, 23, 28, 30, 31, and 32.

² For ESE Support Levels 4 and 5, see *SCHEDULE D*, Findings 5, 9, 10, 14, 18, 19, 24, 27, 33, 34, 38, 39, 40, and 45.

³ For Career Education 9-12 (OJT), see *SCHEDULE D*, Findings 12 and 13.

our ESE Support Levels 4 and 5 test, 14 (7 percent) attended charter schools and 5 of the 21 students (24 percent) with exceptions attended charter schools. None of the students in our Career Education 9-12 (OJT) test attended charter schools.

In our opinion, except for the material noncompliance mentioned above involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for students in ESOL, ESE Support Levels 4 and 5, and Career Education 9-12 (OJT), the Lake County District School Board complied, in all material respects, with State requirements governing the determination and reporting of the number of full-time equivalent (FTE) students under the Florida Education Finance Program (FEFP) for the fiscal year ended June 30, 2014.

In accordance with attestation standards established by the AICPA and *Government Auditing Standards*, we are required to report all deficiencies that are considered to be significant deficiencies or material weaknesses in internal control; fraud and noncompliance with provisions of laws or regulations that have a material effect on the District's compliance with State requirements and any other instances that warrant the attention of those charged with governance; noncompliance with provisions of contracts or grant agreements, and abuse that has a material effect on the subject matter. We are also required to obtain and report the views of responsible officials concerning the findings, conclusions, and recommendations, as well as any planned corrective actions. The purpose of our examination was to express an opinion on the District's compliance with State requirements and did not include expressing an opinion on the District's related internal controls. Accordingly, we express no such opinion. Due to its limited purpose, our examination would not necessarily identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses.⁴ However, the material noncompliance mentioned above is indicative of significant deficiencies considered to be material weaknesses in the District's internal controls related to reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for students in ESOL, ESE Support Levels 4 and 5, and Career Education 9-12 (OJT). Our examination disclosed certain other findings that are required to be reported under *Government Auditing Standards* and those findings, along with the views of responsible officials, are described in *SCHEDULE D* and *MANAGEMENT'S RESPONSE*, respectively. The impact of this noncompliance on the District's reported FTE is presented in *SCHEDULES A, B, C, and D*.

The District's written response to this examination has not been subjected to our examination procedures and, accordingly, we express no opinion on it.

⁴ A significant deficiency is a deficiency or a combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that material noncompliance will not be prevented, or detected and corrected, on a timely basis.

Pursuant to Section 11.45(4)(c), Florida Statutes, this report is a public record and its distribution is not limited. Attestation standards established by the AICPA require us to indicate that this report is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and the Florida House of Representatives, the State Board of Education, the Department of Education, and applicable District management and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully submitted,



Sherrill F. Norman, CPA
Tallahassee, Florida
December 5, 2015

SCHEDULE A

POPULATIONS, TEST SELECTION, AND TEST RESULTS FULL-TIME EQUIVALENT (FTE) STUDENTS

Reported FTE

The funding provided by the FEFP is based upon the numbers of individual students participating in particular educational programs. The FEFP funds ten specific programs that are grouped under the following four general program titles: Basic, ESOL, ESE, and Career Education 9-12 (OJT). Unweighted FTE represents the FTE prior to the application of the specific cost factor for each program. (See *SCHEDULE B* and NOTES A3, A4, and A5.) The District reported 40,970.77 unweighted FTE as recalibrated for those students that included 5,061.71 unweighted FTE as recalibrated for the charter school students at 44 District schools other than charter schools, 9 charter schools, 2 District cost centers, and 3 virtual education cost centers to the Department of Education for the fiscal year ended June 30, 2014.

Schools and Students

As part of our examination procedures, we tested the FTE reported to the Department of Education for schools and students for the fiscal year ended June 30, 2014. (See NOTE B.) The population of schools (58) consisted of the total number of brick and mortar schools in the District that offered courses, including charter schools, as well as the designated District virtual education cost centers in the District that offered virtual instruction in FEFP-funded programs. The population of students (11,959) consisted of the total number of students in each program at the schools and cost centers in our tests. Our Career Education 9-12 student test data includes only those students who participated in OJT. Our populations and tests of schools and students are summarized as follows:

Programs	Number of Schools		Number of Students at Schools Tested		Students with Exceptions	Recalibrated Unweighted FTE		Proposed Adjustments
	Population	Test	Population	Test		Population	Test	
Basic	56	17	9,323	175	6	32,024.50	137.2369	21.8640
Basic with ESE Services	55	18	1,618	105	6	5,982.10	83.6578	4.1507
ESOL	44	10	636	144	15	1,183.99	103.4147	(9.7849)
ESE Support Levels 4 and 5	36	14	358	207	21	342.98	142.5464	(19.1417)
Career Education 9-12	10	2	<u>24</u>	<u>22</u>	<u>7</u>	<u>1,437.20</u>	<u>6.1113</u>	<u>(2.2278)</u>
All Programs	58	19	<u>11,959</u>	<u>653</u>	<u>55</u>	<u>40,970.77</u>	<u>472.9671</u>	<u>(5.1397)</u>

Teachers

We also tested teacher qualifications as part of our examination procedures. (See NOTE B.) Specifically, the population of teachers (465 of which 353 are applicable to District schools other than charter schools and 112 are applicable to charter schools) consisted of the total number of teachers at schools in our test who taught courses in ESE Support Levels 4 and 5, Career Education 9-12, or taught courses to ELL students, and of the total number of teachers reported under virtual education cost centers in our test who taught courses in Basic, Basic with ESE Services, ESE Support Levels 4 and 5, Career Education 9-12, or taught courses to ELL students. From the population of teachers, we selected 154 and found

exceptions for 9. Of the 154 teachers included in our test, 33 (21 percent) taught at charter schools and 1 of the 9 teachers (11 percent) with exceptions taught at charter schools.

Proposed Adjustments

Our proposed adjustments present the net effects of noncompliance disclosed by our examination procedures, including those related to our test of teacher qualifications. Our proposed adjustments generally reclassify the reported FTE to Basic education, except for noncompliance involving a student's enrollment or attendance in which case the reported FTE is taken to zero. (See *SCHEDULES B, C, and D.*)

The ultimate resolution of our proposed adjustments to FTE and the computation of their financial impact is the responsibility of the Department of Education.

SCHEDULE B

EFFECT OF PROPOSED ADJUSTMENTS ON WEIGHTED FTE FULL-TIME EQUIVALENT (FTE) STUDENTS

District Schools Other Than Charter Schools			
No. Program¹	Proposed Net Adjustment²	Cost Factor	Weighted FTE³
101 Basic K-3	4.2391	1.125	4.7690
102 Basic 4-8	13.7219	1.000	13.7219
103 Basic 9-12	4.2411	1.011	4.2878
111 Grades K-3 with ESE Services	1.5855	1.125	1.7837
112 Grades 4-8 with ESE Services	.9448	1.000	.9448
130 ESOL	(9.3728)	1.145	(10.7319)
254 ESE Support Level 4	(16.4773)	3.558	(58.6262)
255 ESE Support Level 5	(.7542)	5.089	(3.8381)
300 Career Education 9-12	(2.2278)	1.011	(2.2523)
Subtotal	(4.0997)		(49.9413)
Charter Schools			
No. Program¹	Proposed Net Adjustment²	Cost Factor	Weighted FTE³
101 Basic K-3	.2498	1.125	.2810
102 Basic 4-8	.4121	1.000	.4121
103 Basic 9-12	(1.0000)	1.011	(1.0110)
111 Grades K-3 with ESE Services	1.5204	1.125	1.7104
112 Grades 4-8 with ESE Services	.1000	1.000	.1000
130 ESOL	(.4121)	1.145	(.4718)
254 ESE Support Level 4	(1.7702)	3.558	(6.2984)
255 ESE Support Level 5	(.1400)	5.089	(.7125)
Subtotal	(1.0400)		(5.9902)
Total Schools			
No. Program¹	Proposed Net Adjustment²	Cost Factor	Weighted FTE³
101 Basic K-3	4.4889	1.125	5.0500
102 Basic 4-8	14.1340	1.000	14.1340
103 Basic 9-12	3.2411	1.011	3.2768
111 Grades K-3 with ESE Services	3.1059	1.125	3.4941
112 Grades 4-8 with ESE Services	1.0448	1.000	1.0448
130 ESOL	(9.7849)	1.145	(11.2037)
254 ESE Support Level 4	(18.2475)	3.558	(64.9246)
255 ESE Support Level 5	(.8942)	5.089	(4.5506)
300 Career Education 9-12	(2.2278)	1.011	(2.2523)
Total	(5.1397)		(55.9315)

¹ See Note A7.

² These proposed net adjustments are for unweighted FTE. (See SCHEDULE C.)

³ Weighted adjustments to the FTE are presented for illustrative purposes only. The weighted adjustments to the FTE do not take special program caps or allocation factors into consideration and are not intended to indicate the FTE used to compute the dollar value of adjustments. That computation is the responsibility of the Department of Education. (See Note A5.)

SCHEDULE C

PROPOSED ADJUSTMENTS BY SCHOOL FULL-TIME EQUIVALENT (FTE) STUDENTS

<u>No.</u> <u>Program</u>	<u>Proposed Adjustments</u> ¹			<u>Balance Forward</u>
	<u>#0067</u>	<u>#0069</u>	<u>#0211</u>	
101 Basic K-3	3.4446	(.4998)	.....	2.9448
102 Basic 4-8	1.1291	.5223	.....	1.6514
103 Basic 9-12	.....	.....	(.0375)	(.0375)
111 Grades K-3 with ESE Services	.4355	1.0000	.....	1.4355
112 Grades 4-8 with ESE Services	(.0002)	1.0000	.....	.9998
130 ESOL	(5.0737)	(.5223)	.....	(5.5960)
254 ESE Support Level 4	(1.0001)	(1.5002)	.....	(2.5003)
255 ESE Support Level 5	.....	(.0201)	(.0800)	(.1001)
300 Career Education 9-12	.....	.....	<u>(1.1665)</u>	<u>(1.1665)</u>
Total	<u>(1.0648)</u>	<u>(.0201)</u>	<u>(1.2840)</u>	<u>(2.3689)</u>

¹ These proposed adjustments are for unweighted FTE. (See NOTE A5.)

No.	Brought Forward	<u>Proposed Adjustments</u>¹				Balance Forward
		<u>#0231</u>	<u>#0261*</u>	<u>#0281</u>	<u>#0533</u>	
101	2.9448	.....	.2498	.1807	.....	3.3753
102	1.6514	.....	.....	1.1369	.....	2.7883
103	(.0375)	.5019	.....	.....	.....	.4644
111	1.4355	.....	.9999	.....	.....	2.4354
112	.9998	.....	.1000	.....	(.5000)	.5998
130	(5.5960)	(.5019)	.....	(1.3176)	.....	(7.4155)
254	(2.5003)	.....	(1.2497)	.....	.5000	(3.2500)
255	(.1001)	.....	(.1000)	(.0418)	.....	(.2419)
300	<u>(1.1665)</u>	<u>.....</u>	<u>.....</u>	<u>.....</u>	<u>.....</u>	<u>(1.1665)</u>
Total	<u>(2.3689)</u>	<u>.0000</u>	<u>.0000</u>	<u>(.0418)</u>	<u>.0000</u>	<u>(2.4107)</u>

*Charter School

¹ These proposed adjustments are for unweighted FTE. (See NOTE A5.)

No.	Brought Forward	<u>Proposed Adjustments</u>¹				Balance Forward
		<u>#0536</u>	<u>#0541*</u>	<u>#0697</u>	<u>#7004</u>	
101	3.3753	.....	.....	.....	.....	3.3753
102	2.7883	.4629	.4121	1.9573	.....	5.6206
103	.4644	.7065	.....	.....	1.0076	2.1785
111	2.4354	.....	.5205	.....	.....	2.9559
112	.5998	.....	.....	.4450	.....	1.0448
130	(7.4155)	.....	(.4121)	(1.9573)	.....	(9.7849)
254	(3.2500)	(1.0926)	(.5205)	(1.5757)	.....	(6.4388)
255	(.2419)	(.0768)	.....	.0145	.....	(.3042)
300	<u>(1.1665)</u>	<u>.....</u>	<u>.....</u>	<u>.....</u>	<u>(1.0076)</u>	<u>(2.1741)</u>
Total	<u>(2.4107)</u>	<u>.0000</u>	<u>.0000</u>	<u>(1.1162)</u>	<u>.0000</u>	<u>(3.5269)</u>

*Charter School

¹ These proposed adjustments are for unweighted FTE. (See NOTE A5.)

No.	Brought Forward	<u>Proposed Adjustments</u>¹				Balance Forward
		<u>#7006</u>	<u>#9004</u>	<u>#9010</u>	<u>#9018*</u>	
101	3.3753	.....	.1000	1.0136	.....	4.4889
102	5.6206	(.0837)	.....	8.5971	.....	14.1340
103	2.1785	(.3854)	1.0000	1.4480	(1.0000)	3.2411
111	2.9559	.....	.1500	.....	.....	3.1059
112	1.0448	.....	.....	.....	.....	1.0448
130	(9.7849)	.....	.....	.....	.....	(9.7849)
254	(6.4388)	.....	(.7500)	(11.0587)	.....	(18.2475)
255	(.3042)	.....	(.5500)	.....	.....	(.8542)
300	<u>(2.1741)</u>	<u>(.0537)</u>	<u>.....</u>	<u>.....</u>	<u>.....</u>	<u>(2.2278)</u>
Total	<u>(3.5269)</u>	<u>(.5228)</u>	<u>(.0500)</u>	<u>.0000</u>	<u>(1.0000)</u>	<u>(5.0997)</u>

*Charter School

¹ These proposed adjustments are for unweighted FTE. (See NOTE A5.)

<u>No. Program</u>	<u>Brought Forward</u>	<u>Proposed Adjustments¹</u>	
		<u>#9029*</u>	<u>Total</u>
101 Basic K-3	4.4889	.....	4.4889
102 Basic 4-8	14.1340	.....	14.1340
103 Basic 9-12	3.2411	.....	3.2411
111 Grades K-3 with ESE Services	3.1059	.....	3.1059
112 Grades 4-8 with ESE Services	1.0448	.....	1.0448
130 ESOL	(9.7849)	.....	(9.7849)
254 ESE Support Level 4	(18.2475)	.....	(18.2475)
255 ESE Support Level 5	(.8542)	(.0400)	(.8942)
300 Career Education 9-12	<u>(2.2278)</u>	.....	<u>(2.2278)</u>
Total	<u>(5.0997)</u>	<u>(.0400)</u>	<u>(5.1397)</u>

*Charter School

¹ These proposed adjustments are for unweighted FTE. (See NOTE A5.)

SCHEDULE D

FINDINGS AND PROPOSED ADJUSTMENTS FULL-TIME EQUIVALENT (FTE) STUDENTS

Overview

Management is responsible for determining and reporting the number of full-time equivalent (FTE) students under the Florida Education Finance Program (FEFP) in compliance with State requirements. These requirements are found primarily in Sections 1011.60, 1011.61, and 1011.62, Florida Statutes; State Board of Education Rules, Chapter 6A-1, Florida Administrative Code; and the *FTE General Instructions 2013-14* issued by the Department of Education. Except for the material noncompliance involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for students in ESOL, ESE Support Levels 4 and 5, and Career Education 9-12 (OJT), the Lake County District School Board complied, in all material respects, with State requirements governing the determination and reporting of the number of FTE students under the FEFP for the fiscal year ended June 30, 2014. All noncompliance disclosed by our examination procedures is discussed below and requires management's attention and action, as recommended on page 24.

Findings

**Proposed Net
Adjustments
(Unweighted FTE)**

Our examination included the July and October 2013 reporting survey periods and the February and June 2014 reporting survey periods (see NOTE A6). Unless otherwise specifically stated, the Findings and Proposed Adjustments presented herein are for the October 2013 reporting survey period or the February 2014 reporting survey period or both. Accordingly, our Findings do not mention specific reporting survey periods unless necessary for a complete understanding of the instances of noncompliance being disclosed.

District-Wide - Electronic Attendance Record Keeping

1. [Ref. 6905/21104/23103/63101/69707] Contrary to State Board of Education Rule 6A-1.044(3), FAC, and the *Florida Department of Education Comprehensive Management Information System: Automated Student Attendance Recordkeeping System Handbook*, pages 6 through 10, 5 of the 19 schools selected for testing did not properly maintain teacher attendance records.

Student attendance was taken by the teachers who entered the daily attendance activity into eSembler, the District's Web-based electronic attendance record-keeping system, that was then uploaded nightly into the District's student information system, Total Education Resource Management System (TERMS). We noted that eSembler was subsequently replaced by another customized Web-based attendance record-keeping

Findings

District-Wide - Electronic Attendance Record Keeping (Continued)

system (Skyward) in the 2014-15 school year and, as a result, the audit trail from eSembler for the 2013-14 school year was lost during the transition. The attendance data that had been uploaded nightly from eSembler into TERMS was retained for each student in TERMS; however, we were unable to determine the following from either TERMS or eSembler: (a) whether or not all teachers had entered daily student attendance activity as the attendance system defaulted to present if no entries were made, and (b) when and by whom the daily student attendance activity was entered or subsequently changed. Class rolls were available that had been printed and signed by the teachers shortly after the October 2013 and February 2014 reporting survey periods. As such, utilizing the daily student attendance activity that was recorded in TERMS and on these class rolls, we accepted this as validating that the students were in attendance at least one period of the 11-day reporting survey period. Accordingly, we present this disclosure Finding with no proposed adjustment.

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Sawgrass Bay Elementary School (#0067)

2. [Ref. 6701] The source attendance documents for four students (one student was in our Basic test and three students were in our Basic with ESE Services test) were not available at the time of our examination and could not be subsequently located. Two of the students were PK students who were reported only for instruction in Speech Therapy. We propose the following adjustment:

101 Basic K-3	(.0854)	
111 Grades K-3 with ESE Services	(.0647)	
112 Grades 4-8 with ESE Services	(.5001)	
130 ESOL	<u>(.4146)</u>	(1.0648)

3. [Ref. 6702] For three ELL students: (a) the file for one student did not contain an *ELL Student Plan* that covered the 2013-14 school year, (b) the English language proficiency of one student was not assessed by October 1, 2013, and (c) the English language proficiency of one student was not assessed, an ELL Committee was not convened within 30 school days prior to this student’s ESOL anniversary date to consider the student’s extended ESOL placement for a fourth year, and this student’s file did not contain an *ELL Student Plan* that covered the 2013-14 school year. We propose the following adjustment:

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Sawgrass Bay Elementary School (#0067) (Continued)

101 Basic K-3	1.6462	
102 Basic 4-8	.3059	
130 ESOL	<u>(1.9521)</u>	.0000

4. [Ref. 6703] The files for two ELL students did not contain evidence that the students' parents were notified of the students' ESOL placements. We propose the following adjustment:

101 Basic K-3	.8230	
102 Basic 4-8	.8232	
130 ESOL	<u>(1.6462)</u>	.0000

5. [Ref. 6704] Two ESE students were not reported in accordance with the students' *Matrix of Services* forms. We propose the following adjustment:

111 Grades K-3 with ESE Services	.5002	
112 Grades 4-8 with ESE Services	.4999	
254 ESE Support Level 4	<u>(1.0001)</u>	.0000

6. [Ref. 6770] One teacher taught Primary Language Arts to classes that included ELL students but was not properly certified to teach ELL students and was not approved by the School Board to teach such students out of field until January 27, 2014, which was after the October 2013 reporting survey period. We propose the following adjustment:

101 Basic K-3	1.0608	
130 ESOL	<u>(1.0608)</u>	.0000

(1.0648)

Sorrento Elementary School (#0069)

7. [Ref. 6901] The course schedule for one ESE student was incorrectly reported in Program No. 101 (Basic K-3). The student's file contained a valid IEP to support the student's reporting in Program No. 111 (Grades K-3 with ESE Services). We propose the following adjustment:

101 Basic K-3	(.4998)	
111 Grades K-3 with ESE Services	<u>.4998</u>	.0000

8. [Ref. 6902] One ELL student was beyond the maximum 6-year period allowed for State funding of ESOL. We propose the following adjustment:

102 Basic 4-8	.3915	
130 ESOL	<u>(.3915)</u>	.0000

Findings

Sorrento Elementary School (#0069) (Continued)

9. [Ref. 6903] The files for two ESE students did not contain *Matrix of Services* forms to support the students' reporting in either Program No. 254 (ESE Support Level 4) or Program No. 255 (ESE Support Level 5). We also noted that one of the students was enrolled in the Hospital and Homebound Program but did not receive any homebound instruction during the February 2014 reporting survey period. We propose the following adjustment:

111 Grades K-3 with ESE Services	.5002	
254 ESE Support Level 4	(.5002)	
255 ESE Support Level 5	<u>(.0201)</u>	(.0201)

10. [Ref. 6904] There was no evidence that the *Matrix of Services* form for one ESE student had been reviewed and updated when the student's IEP (dated April 23, 2013) had been prepared. We propose the following adjustment:

112 Grades 4-8 with ESE Services	1.0000	
254 ESE Support Level 4	<u>(1.0000)</u>	.0000

11. [Ref. 6970] One teacher taught Primary Language Arts to a class that included an ELL student but was not properly certified to teach ELL students and was not approved by the School Board to teach such students out of field. We also noted that the parents of the ELL student were not notified of the teacher's out-of-field status. We propose the following adjustment:

102 Basic 4-8	.1308	
130 ESOL	<u>(.1308)</u>	.0000
		<u>(.0201)</u>

Tavares High School (#0211)

12. [Ref. 21101] The timecards for four Career Education 9-12 (OJT) students were not available at the time of our examination and could not be subsequently located. We propose the following adjustment:

300 Career Education 9-12	<u>(.6779)</u>	(.6779)
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13. [Ref. 21102] Three Career Education 9-12 (OJT) students were reported for more work hours than was supported by the students' timecards. We propose the following adjustment:

300 Career Education 9-12	<u>(.4886)</u>	(.4886)
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**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Tavares High School (#0211) (Continued)

14. [Ref. 21103] One ESE student enrolled in the Hospital and Homebound Program was reported for more instructional minutes than was provided. We propose the following adjustment:

255 ESE Support Level 5	(.0800)	(.0800)
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15. [Ref. 21105] The number of instructional minutes for one part-time Basic student was overstated. We propose the following adjustment:

103 Basic 9-12	(.0375)	(.0375)
		<u>(1.2840)</u>

Umatilla High School (#0231)

16. [Ref. 23101] One ELL student was beyond the maximum 6-year period allowed for State funding of ESOL. We propose the following adjustment:

103 Basic 9-12	.3754	
130 ESOL	<u>(.3754)</u>	.0000

17. [Ref. 23102] The parents of one ELL student were not notified of the student's ESOL placement until February 12, 2014, which was after the October 2013 reporting survey period. We propose the following adjustment:

103 Basic 9-12	.1265	
130 ESOL	<u>(.1265)</u>	.0000
		<u>.0000</u>

Minneola Elementary Conversion Charter School (#0261)

18. [Ref. 26101] The file for one ESE student did not contain a *Matrix of Services* form to support the student's reporting in Program No. 255 (ESE Support Level 5). We propose the following adjustment:

112 Grades 4-8 with ESE Services	.1000	
255 ESE Support Level 5	<u>(.1000)</u>	.0000

19. [Ref. 26102] There was no evidence that the *Matrix of Services* forms for two ESE students had been reviewed and updated when the students' new IEPs (dated February 5, 2014) were prepared. We propose the following adjustment:

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Minneola Elementary Conversion Charter School (#0261) (Continued)

111 Grades K-3 with ESE Services	.9999	
254 ESE Support Level 4	<u>(.9999)</u>	.0000

20. [Ref. 26170] One teacher was not properly certified and was not approved by the School Board to teach out of field. The teacher was certified in English and ESE but taught a course that required certification in Elementary Education. We also noted that the parents of the ESE student were not notified of the teacher's out-of-field status. We propose the following adjustment:

101 Basic K-3	.2498	
254 ESE Support Level 4	<u>(.2498)</u>	.0000
		<u>.0000</u>

Lost Lake Elementary School (#0281)

21. [Ref. 28101] The file for one ELL student enrolled in the ESOL Program did not contain an *ELL Student Plan* that covered the 2013-14 school year. We propose the following adjustment:

101 Basic K-3	.1807	
130 ESOL	<u>(.1807)</u>	.0000

22. [Ref. 28102] The file for one ELL student did not contain an *ELL Student Plan* that covered the 2013-14 school year or evidence that the student's parents were notified of the student's ESOL placement. We propose the following adjustment:

102 Basic 4-8	.4271	
130 ESOL	<u>(.4271)</u>	.0000

23. [Ref. 28103] One ELL student was incorrectly reported in the ESOL Program. The *ELL Committee Review Form* was not signed by the required participants and did not document at least two criteria necessary to support the student's continued ESOL placement. We also noted that the student, who had scored proficient in all areas of the CELLA and had scored a Level 4 on the FCAT Reading portion, met the criteria for exit from the ESOL Program. We propose the following adjustment:

102 Basic 4-8	.7098	
130 ESOL	<u>(.7098)</u>	.0000

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Lost Lake Elementary School (#0281) (Continued)

24. [Ref. 28105] The homebound instructor's contact log for one ESE student enrolled in the Hospital and Homebound Program was not available at the time of our examination and could not be subsequently located. We propose the following adjustment:

255 ESE Support Level 5	(.0418)	(.0418)
		(.0418)

Lake Hills School (#0533)

25. [Ref. 53301] One ESE student was not reported in accordance with the student's *Matrix of Services* form. We propose the following adjustment:

112 Grades 4-8 with ESE Services	(.5000)	
254 ESE Support Level 4	.5000	.0000
		.0000

Lake Academy Eustis School (#0536)

26. [Ref. 53670] One teacher was not properly certified and was not approved by the School Board to teach out of field. The teacher was certified in ESE but taught courses that required certification in Reading. We also noted that the parents of the ESE students were not notified of the teacher's out-of-field status. We propose the following adjustment:

102 Basic 4-8	.4629	
103 Basic 9-12	.7065	
254 ESE Support Level 4	(1.0926)	
255 ESE Support Level 5	(.0768)	.0000
		.0000

Mascotte Elementary School (#0541) Charter School

27. [Ref. 54101] There was no evidence that the *Matrix of Services* form for one ESE student had been reviewed and updated when the student's February 22, 2013, IEP was prepared. We propose the following adjustment:

111 Grades K-3 with ESE Services	.5205	
254 ESE Support Level 4	(.5205)	.0000

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Mascotte Elementary School (#0541) Charter School (Continued)

28. [Ref. 54102] The English language proficiency of one ELL student was not assessed and an ELL Committee was not convened within 30 school days prior to one student's ESOL anniversary date to consider the ELL student's continued ESOL placement for a fifth year. We propose the following adjustment:

102 Basic 4-8	.4121	
130 ESOL	<u>(.4121)</u>	<u>.0000</u>
		<u>.0000</u>

Eustis Middle School (#0697)

29. [Ref. 69701] One ESE student was not in attendance during the October 2013 reporting survey period and should not have been reported for FEFP funding. We propose the following adjustment:

112 Grades 4-8 with ESE Services	<u>(.5955)</u>	(.5955)
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30. [Ref. 69702] The file for one ELL student enrolled in the ESOL Program was not available during our examination and could not be subsequently located. We propose the following adjustment:

102 Basic 4-8	.8120	
130 ESOL	<u>(.8120)</u>	.0000

31. [Ref. 69703] The file for one ELL student enrolled in the ESOL Program did not contain an *ELL Student Plan* that covered the 2013-14 school year. We propose the following adjustment:

102 Basic 4-8	.6496	
130 ESOL	<u>(.6496)</u>	.0000

32. [Ref. 69704] The English language proficiency of one ELL student was not assessed and an ELL Committee was not convened within 30 school days prior to the student's ESOL anniversary date to consider the student's continued ESOL placement for a fifth year. We propose the following adjustment:

102 Basic 4-8	.4957	
130 ESOL	<u>(.4957)</u>	.0000

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Eustis Middle School (#0697) (Continued)

33. [Ref. 69705] There was no evidence that the *Matrix of Services* forms for three ESE students had been reviewed and updated when the students' new IEPs dated April 12, 2013; October 28, 2013; or February 3, 2014; were prepared. We propose the following adjustment:

112 Grades 4-8 with ESE Services	1.4957	
254 ESE Support Level 4	<u>(1.4957)</u>	.0000

34. [Ref. 69706] Two students enrolled in the Hospital and Homebound Program were reported for more homebound instruction than was provided. For one student, we noted that there was no evidence that the *Matrix of Services* form had been reviewed and updated when the student's new IEP dated January 13, 2014, was prepared and the on-campus instruction was overreported for this student who had received both homebound and on-campus instruction. For the other student, we noted that the ratings total listed on the *Matrix of Services* form was incorrectly calculated for Domain E. As a result, the student was eligible for reporting in Program No. 255 (ESE Support Level 5) rather than Program No. 254 (ESE Support Level 4). We propose the following adjustment:

112 Grades 4-8 with ESE Services	(.4552)	
254 ESE Support Level 4	(.0800)	
255 ESE Support Level 5	<u>.0145</u>	<u>(.5207)</u>
		<u>(1.1162)</u>

Lake Virtual Franchise (#7004)

35. [Ref. 700470] One teacher was not properly certified and was not approved by the School Board to teach out of field. The teacher was certified in Health and Physical Education but taught a course that required certification in Family and Consumer Science. We also noted that the parents of the students were not notified of the teacher's out-of-field status. We propose the following adjustment:

103 Basic 9-12	1.0076	
300 Career Education 9-12	<u>(1.0076)</u>	<u>.0000</u>
		<u>.0000</u>

Findings

Lake Virtual Instruction Course Offerings (#7006)

36. [Ref. 700670] One teacher was not properly certified and was not approved by the School Board to teach out of field. The teacher was certified in Health and Physical Education but taught a course that required certification in Business Education. We also noted that the parents of the student were not notified of the teacher's out-of-field status. Since the student is cited in Finding 37 (Ref. 700601), we present this disclosure Finding with no proposed adjustment.

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37. [Ref. 700601] Three virtual education students did not meet the eligibility criteria for placement in a Virtual Education Program (i.e., not enrolled in Florida public schools in the prior school year). We propose the following adjustment:

102 Basic 4-8	(.0837)	
103 Basic 9-12	(.3854)	
300 Career Education 9-12	<u>(.0537)</u>	<u>(.5228)</u>
		<u>(.5228)</u>

Nonschool Exceptional Education (#9004)

38. [Ref. 900401] The *Matrix of Services* forms for two ESE students were not dated; consequently, we were unable to determine whether the *Matrix of Services* forms were timely prepared and which IEPs the *Matrix of Services* forms were to correspond with. We propose the following adjustment:

111 Grades K-3 with ESE Services	.1000	
255 ESE Support Level 5	<u>(.1000)</u>	.0000

39. [Ref. 900402] The IEP for one ESE student did not contain evidence that the required professionals had participated in the development of the student's IEP as the IEP only contained the signature of the ESE teacher. We propose the following adjustment:

101 Basic K-3	.1000	
255 ESE Support Level 5	<u>(.1000)</u>	.0000

40. [Ref. 900403] The homebound instructor's contact log for one ESE student in the Hospital and Homebound Program was not available at the time of our examination and could not be subsequently located. We propose the following adjustment:

255 ESE Support Level 5	<u>(.0500)</u>	(.0500)
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Findings

Nonschool Exceptional Education (#9004) (Continued)

41. [Ref. 900470] One teacher was not properly certified and was not approved by the School Board to teach out of field. The teacher was certified in Early Childhood Education, Elementary Education, Guidance and Counseling, and Specific Learning Disabilities but taught courses that required the PK Disabilities or Reading Endorsements. We also noted that the parents of the students were not notified of the teacher's out-of-field status. We propose the following adjustment:

103	Basic 9-12	1.0000	
111	Grades K-3 with ESE Services	.0500	
254	ESE Support Level 4	(.7500)	
255	ESE Support Level 5	(.3000)	<u>.0000</u>
			<u>(.0500)</u>

Lake Academy Leesburg (#9010)

42. [Ref. 901070] One teacher was not properly certified and was not approved by the School Board to teach out of field. The teacher was certified in ESE but taught courses that required certification in Elementary Education, Math, Social Science, English, Science, Physical Education, and also requires the Reading Endorsement. We also noted that the parents of the ESE students were not notified of the teacher's out-of-field status. We propose the following adjustment:

102	Basic 4-8	2.8575	
103	Basic 9-12	1.4480	
254	ESE Support Level 4	(4.3055)	<u>.0000</u>

43. [Ref. 901071] One teacher was certified in Elementary Education but was not properly certified and was not approved by the School Board to teach out of field in ESE and was not approved to teach out of field in Science until February 10, 2014, which was after the October 2013 reporting survey period. We also noted that the parents of the students were not notified of the teacher's out-of-field status in ESE and were not notified of the teacher's out-of-field status in Science until January 21, 2014, which was after the October 2013 reporting survey period. We propose the following adjustment:

101	Basic K-3	1.0136	
102	Basic 4-8	5.7396	
254	ESE Support Level 4	(6.7532)	<u>.0000</u>
			<u>.0000</u>

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Alee Academy Charter School (#9018)

44. [Ref. 901801] One student was not in attendance during the October 2013 and February 2014 reporting survey periods and should not have been reported for FEEP funding. We propose the following adjustment:

103 Basic 9-12	<u>(1.0000)</u>	<u>(1.0000)</u>
		<u>(1.0000)</u>

Milestones Community School of Lake County, Inc. (#9029) Charter School

45. [Ref. 902901] One ESE student enrolled in the Hospital and Homebound Program was reported for more homebound instruction than was provided. We propose the following adjustment:

255 ESE Support Level 5	<u>(.0400)</u>	<u>(.0400)</u>
		<u>(.0400)</u>

Proposed Net Adjustment (5.1397)

SCHEDULE E

RECOMMENDATIONS AND REGULATORY CITATIONS FULL-TIME EQUIVALENT (FTE) STUDENTS

RECOMMENDATIONS

We recommend that District management exercise more care and take corrective action, as appropriate, to ensure that: (1) there is proper monitoring of the attendance data to ensure that all teachers have taken attendance and documentation is retained that indicates when and by whom attendance was initially entered or subsequently changed; (2) only students in membership and in attendance at least 1 day during the survey period are reported for FEFP funding and the related source attendance records are retained to support this reporting; (3) students are reported in the proper funding categories for the correct amount of FTE and have adequate documentation to support that reporting, particularly with regard to students enrolled in the Hospital and Homebound Program; (4) ESE students are reported in accordance with the students' *Matrix of Services* forms that are properly and timely completed, dated, and maintained in the students' files; (5) there is evidence of review of the *Matrix of Services* forms to ensure that the forms accurately and currently reflect the IEP services in effect during the reporting survey; (6) reported instructional minutes for students in the Hospital and Homebound Program are based on the homebound instructors' contact logs and the scheduled time authorized on the students' IEPs; (7) IEPs are timely prepared, signed by the required participants, and retained in the students' files; (8) the English language proficiencies of students being considered for continuation of their ESOL placements (beyond the initial 3-year base period) are assessed within 30 school days prior to the students' ESOL anniversary dates or by October 1 if the students' ESOL anniversary dates fall within the first 2 weeks of school and ELL Committees are convened subsequent to these assessments but no later than each of the students' ESOL anniversary dates; (9) *ELL Student Plans* are timely prepared and retained in the students' files; (10) students assessed as English language proficient are retained in the ESOL Program based on the placement recommendations of ELL Committees that have documented at least two of the criteria considered as specified by State Board of Education Rule 6A-6.0902(2)(a)3., FAC; (11) parents are timely notified of their children's ESOL placements; (12) students are not reported in the ESOL Program beyond the maximum 6-year period allowed for State funding of ESOL; (13) students in Career Education 9-12 (OJT) are reported in accordance with timecards that are accurately completed, signed, and retained in readily-accessible files; (14) the eligibility of virtual education students is verified prior to their placement in a Virtual Education Program; (15) teachers are properly certified or, if teaching out of field, are timely approved by the School Board to teach out of field; (16) parents are timely and appropriately notified when their children are assigned to teachers who are teaching out of field; and (17) student records are retained and available for examination purposes.

The absence of statements in this report regarding practices and procedures followed by the District should not be construed as acceptance, approval, or endorsement of those practices and procedures. Additionally, the specific nature of this report does not limit or lessen the District's obligation to comply with all State requirements governing the determination and reporting of the number of FTE students under the FEFP.

REGULATORY CITATIONS

Reporting

Section 1007.271(21), FS	Dual Enrollment Programs
Section 1011.60, FS	Minimum Requirements of the Florida Education Finance Program
Section 1011.61, FS	Definitions
Section 1011.62, FS	Funds for Operation of Schools
Rule 6A-1.0451, FAC	Florida Education Finance Program Student Membership Surveys
Rule 6A-1.04513, FAC	Maintaining Auditable FTE Records

FTE General Instructions 2013-14

Attendance

Section 1003.23, FS	Attendance Records and Reports
Rules 6A-1.044(3) and (6)(c), FAC	Pupil Attendance Records
Rule 6A-1.04513, FAC	Maintaining Auditable FTE Records

FTE General Instructions 2013-14

Florida Department of Education Comprehensive Management Information System: Automated Student Attendance Recordkeeping System Handbook

English for Speakers of Other Languages (ESOL)

Section 1003.56, FS	English Language Instruction for Limited English Proficient Students
Section 1011.62(1)(g), FS	Education for Speakers of Other Languages
Rule 6A-6.0901, FAC	Definitions Which Apply to Programs for English Language Learners
Rule 6A-6.0902, FAC	Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners
Rule 6A-6.09021, FAC	Annual English Language Proficiency Assessment for English Language Learners (ELLs)
Rule 6A-6.09022, FAC	Extension of Services in English for Speakers of Other Languages (ESOL) Program
Rule 6A-6.0903, FAC	Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program
Rule 6A-6.09031, FAC	Post Reclassification of English Language Learners (ELLs)
Rule 6A-6.0904, FAC	Equal Access to Appropriate Instruction for English Language Learners

Career Education On-the-Job Attendance

Rule 6A-1.044(6)(c), FAC	Pupil Attendance Records
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Career Education On-the-Job Funding Hours

Rule 6A-6.055(3), FAC Definitions of Terms Used in Vocational Education and Adult Programs

FTE General Instructions 2013-14

Exceptional Education

- Section 1003.57, FS Exceptional Students Instruction
- Section 1011.62, FS Funds for Operation of Schools
- Section 1011.62(1)(e), FS Funding Model for Exceptional Student Education Programs
- Rule 6A-6.03028, FAC Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities
- Rule 6A-6.03029, FAC Development of Individualized Family Support Plans for Children with Disabilities Ages Birth Through Five Years
- Rule 6A-6.0312, FAC Course Modifications for Exceptional Students
- Rule 6A-6.0331, FAC General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services
- Rule 6A-6.0334, FAC Individual Educational Plans (IEPs) and Educational Plans (EPs) for Transferring Exceptional Students
- Rule 6A-6.03411, FAC Definitions, ESE Policies and Procedures, and ESE Administrators
- Rule 6A-6.0361, FAC Contractual Agreement with Nonpublic Schools and Residential Facilities

Matrix of Services Handbook (2012 Revised Edition)

Teacher Certification

- Section 1012.42(2), FS Teacher Teaching Out-of-Field; Notification Requirements
- Section 1012.55, FS Positions for Which Certificates Required
- Rule 6A-1.0502, FAC Non-certificated Instructional Personnel
- Rule 6A-1.0503, FAC Definition of Qualified Instructional Personnel
- Rule 6A-4.001, FAC Instructional Personnel Certification
- Rule 6A-6.0907, FAC Inservice Requirements for Personnel of Limited English Proficient Students

Virtual Education

- Section 1002.321, FS Digital Learning
- Section 1002.37, FS The Florida Virtual School
- Section 1002.45, FS Virtual Instruction Programs
- Section 1002.455, FS Student Eligibility for K-12 Virtual Instruction
- Section 1003.498, FS School District Virtual Course Offerings

Charter Schools

- Section 1002.33, FS Charter Schools

NOTES TO SCHEDULES

<p style="text-align: center;">NOTE A – SUMMARY FULL-TIME EQUIVALENT (FTE) STUDENTS</p>

A summary discussion of the significant features of the District, FEFP, FTE, and related areas follows:

1. School District of Lake County

The District was established pursuant to Section 1001.30, Florida Statutes, to provide public educational services for the residents of Lake County, Florida. Those services are provided primarily to prekindergarten through twelfth-grade students and to adults seeking career education-type training. The District is part of the State system of public education under the general direction and control of the State Board of Education. The geographic boundaries of the District are those of Lake County.

For the fiscal year ended June 30, 2014, State funding through the FEFP was provided to the District for 44 District schools other than charter schools, 9 charter schools, 2 District cost centers, and 3 virtual education cost centers serving prekindergarten through twelfth-grade students. The District reported 40,970.77 unweighted FTE as recalibrated for those students that included 5,061.71 unweighted FTE as recalibrated for charter school students and received approximately \$130.7 million in State funding through the FEFP. The primary sources of funding for the District are funds from FEFP, local ad valorem taxes, and Federal grants and donations.

2. Florida Education Finance Program (FEFP)

Florida school districts receive State funding through the FEFP to serve prekindergarten through twelfth-grade students (adult education is not funded by the FEFP). The FEFP was established by the Florida Legislature in 1973 to guarantee to each student in the Florida public school system, including charter schools, the availability of programs and services appropriate to the student's educational needs that are substantially equal to those available to any similar student notwithstanding geographic differences and varying local economic factors. To provide equalization of educational opportunity in Florida, the FEFP formula recognizes: (1) varying local property tax bases, (2) varying program cost factors, (3) district cost differentials, and (4) differences in per-student cost for equivalent educational programs due to sparsity and dispersion of student population.

3. Full-Time Equivalent (FTE) Students

The funding provided by the FEFP is based upon the numbers of individual students participating in particular educational programs. A numerical value is assigned to each student according to the student's hours and days of attendance in those programs. The individual student thus becomes equated to a numerical value known as an FTE. For example, for prekindergarten through third grade, one FTE is defined as one student in membership in a program or a group of programs for 20 hours per week for 180 days; for grade levels 4 through 12, one FTE is defined as one student in membership in a program or a group of programs for 25 hours per week for 180 days. For brick and mortar school students, one student would be reported as one FTE if the student was enrolled in six classes per day at 50 minutes per class for the full 180-day school year (i.e., six classes at 50 minutes each per day is 5 hours of class

a day or 25 hours per week that equals one FTE). For virtual education students, one student would be reported as one FTE if the student has successfully completed six courses or credits or the prescribed level of content that counts toward promotion to the next grade. A student who completes less than six credits will be a fraction of an FTE. Half-credit completions will be included in determining an FTE. Credits completed by a student in excess of the minimum required for that student for graduation are not eligible for funding.

4. Recalibration of FTE to 1.0

For the 2013-14 school year and beyond, all the student FTE enrollment is capped at 1.0 FTE except for the FTE earned by the Department of Juvenile Justice (DJJ) students beyond the 180-day school year. School districts report all FTE student enrollment regardless of the 1.0 FTE cap. The Department of Education combines all FTE enrollment reported for the student by all school districts, including the Florida Virtual School (FLVS) Part-Time Program, using a common student identifier. The Department of Education then recalibrates all reported FTE student enrollment for each student to 1.0 FTE, if the total reported FTE for the student exceeds 1.0 FTE. The FTE reported for extended school year periods and DJJ FTE enrollment earned beyond the 180-day school year is not included in the recalibration to 1.0 FTE.

5. Calculation of FEFP Funds

The amount of State and local FEFP funds is calculated by the Department of Education by multiplying the number of unweighted FTE in each educational program by the specific cost factor of each program to obtain weighted FTEs. Weighted FTEs are multiplied by the base student allocation amount and that product is multiplied by the appropriate cost differential factor. Various adjustments are then added to this product to obtain the total State and local FEFP dollars. All cost factors, the base student allocation amount, cost differential factors, and various adjustment figures are established by the Florida Legislature.

6. FTE Reporting Survey Periods

The FTE is determined and reported during the school year by means of four FTE membership survey periods that are conducted under the direction of district and school management. Each survey period is a testing of the FTE membership for a period of 1 week. The survey periods for the 2013-14 school year were conducted during and for the following weeks: survey period one was performed for July 8 through 12, 2013; survey period two was performed for October 14 through 18, 2013; survey period three was performed for February 10 through 14, 2014; and survey period four was performed for June 16 through 20, 2014.

7. Educational Programs

The FEFP funds ten specific programs under which instruction may be provided as authorized by the Florida Legislature. The general program titles under which these specific programs fall are as follows: (1) Basic, (2) ESOL, (3) ESE, and (4) Career Education 9-12.

8. Statutes and Rules

The following statutes and rules are of significance to the administration of Florida public education:

Chapter 1000, FS	.....	K-20 General Provisions
Chapter 1001, FS	.....	K-20 Governance
Chapter 1002, FS	.....	Student and Parental Rights and Educational Choices
Chapter 1003, FS	.....	Public K-12 Education
Chapter 1006, FS	.....	Support for Learning
Chapter 1007, FS	.....	Articulation and Access
Chapter 1010, FS	.....	Financial Matters
Chapter 1011, FS	.....	Planning and Budgeting
Chapter 1012, FS	.....	Personnel
Chapter 6A-1, FAC	.....	Finance and Administration
Chapter 6A-4, FAC	.....	Certification
Chapter 6A-6, FAC	Special Programs I

<p>NOTE B – TESTING FULL-TIME EQUIVALENT (FTE) STUDENTS</p>
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Our examination procedures for testing provided for the selection of schools, students, and teachers using judgmental methods for testing FTE reported to the Department of Education for the fiscal year ended June 30, 2014. Our testing process was designed to facilitate the performance of appropriate examination procedures to test the District's compliance with State requirements governing the determination and reporting of the number of FTE students under the FEFP. The following schools were selected for testing:

<u>School</u>	<u>Findings</u>
District-Wide – Electronic Attendance Record Keeping	1
1. Sawgrass Bay Elementary School	2 through 6
2. Sorrento Elementary School	7 through 11
3. Tavares High School	12 through 15
4. Umatilla High School	16 and 17
5. Minneola Elementary Conversion Charter School*	18 through 20
6. Lost Lake Elementary School	21 through 24
7. Triangle Elementary School	NA
8. Lake Hills School	25
9. Lake Academy Eustis School	26
10. Mascotte Elementary School*	27 and 28
11. Spring Creek Charter School*	NA
12. Eustis Middle School	29 through 34
13. Lake Virtual Franchise	35
14. Lake Virtual Instruction Course Offerings	36 and 37
15. Lake Virtual Instruction Program	NA
16. Nonschool Exceptional Education	38 through 41
17. Lake Academy Leesburg	42 and 43
18. Alee Academy Charter School*	44
19. Milestones Community School of Lake County, Inc.*	45

*Charter School



Sherrill F. Norman, CPA
Auditor General

AUDITOR GENERAL STATE OF FLORIDA

Claude Denson Pepper Building, Suite G74
111 West Madison Street
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The President of the Senate, the Speaker of the
House of Representatives, and the
Legislative Auditing Committee

INDEPENDENT AUDITOR'S REPORT ON STUDENT TRANSPORTATION

We have examined the Lake County District School Board's compliance with State requirements governing the determination and reporting of students transported under the Florida Education Finance Program (FEFP) for the fiscal year ended June 30, 2014. These requirements are found primarily in Chapter 1006, Part I, E., and Section 1011.68, Florida Statutes; State Board of Education Rules, Chapter 6A-3, Florida Administrative Code; and the *Student Transportation General Instructions 2013-14* issued by the Department of Education. As discussed in the representation letter, management is responsible for the District's compliance with State requirements. Our responsibility is to express an opinion on the District's compliance based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants (AICPA) and the standards applicable to attestation engagements contained in *Government Auditing Standards* issued by the Comptroller General of the United States and, accordingly, included examining, on a test basis, evidence about the District's compliance with the aforementioned State requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion. The legal determination of the District's compliance with these requirements is, however, ultimately the responsibility of the Department of Education.

Our examination procedures disclosed material noncompliance with the District's reporting of students transported as follows: 51 of the 411 students in our test had exceptions involving their reported ridership classification or eligibility for State transportation funding. (See *SCHEDULE G*, Findings 5 through 11.)

In our opinion, except for the material noncompliance mentioned above involving their reported ridership classification or eligibility for State transportation funding, the Lake County District School Board complied, in all material respects, with State requirements governing the determination and reporting of students transported under the FEFP for the fiscal year ended June 30, 2014.

In accordance with attestation standards established by the AICPA and *Government Auditing Standards*, we are required to report all deficiencies considered to be significant deficiencies or material weaknesses

in internal control; fraud and noncompliance with provisions of laws or regulations that have a material effect on the District's compliance with State requirements and any other instances that warrant the attention of those charged with governance; noncompliance with provisions of contracts or grant agreements, and abuse that has a material effect on the subject matter. We are also required to obtain and report the views of responsible officials concerning the findings, conclusions, and recommendations, as well as any planned corrective actions. The purpose of our examination was to express an opinion on the District's compliance with State requirements and did not include expressing an opinion on the District's related internal controls. Accordingly, we express no such opinion. Due to its limited purpose, our examination would not necessarily identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses.¹ However, the material noncompliance mentioned above is indicative of significant deficiencies considered to be material weaknesses in the District's internal controls related to their reported ridership classification or eligibility for State transportation funding. Our examination disclosed certain other findings that are required to be reported under *Government Auditing Standards* and those findings, along with the views of responsible officials, are described in *SCHEDULE G* and *MANAGEMENT'S RESPONSE*, respectively. The impact of this noncompliance on the District's determination and reporting of students transported under the FEFP is presented in *SCHEDULES F* and *G*.

The District's written response to this examination has not been subjected to our examination procedures, and accordingly, we express no opinion on it.

Pursuant to Section 11.45(4)(c), Florida Statutes, this report is a public record and its distribution is not limited. Attestation standards established by the AICPA require us to indicate that this report is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and the Florida House of Representatives, the State Board of Education, the Department of Education, and applicable District management and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully submitted,



Sherrill F. Norman, CPA
Tallahassee, Florida
December 5, 2015

¹ A significant deficiency is a deficiency or a combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that material noncompliance will not be prevented, or detected and corrected, on a timely basis.

SCHEDULE F

POPULATIONS, TEST SELECTION, AND TEST RESULTS STUDENT TRANSPORTATION

Any student who is transported by the District must meet one or more of the following conditions in order to be eligible for State transportation funding: live 2 or more miles from school, be physically handicapped, be a Career Education 9-12 or an ESE student who is transported from one school center to another where appropriate programs are provided, or be on a route that meets the criteria for hazardous walking conditions specified in Section 1006.23(4), Florida Statutes. (See NOTE A1.)

As part of our examination procedures, we tested student transportation as reported to the Department of Education for the fiscal year ended June 30, 2014. (See NOTE B.) The population of vehicles (653) consisted of the total of the numbers of vehicles (buses, vans, or passenger cars) reported by the District for each reporting survey period. For example, a vehicle that transported students during the July and October 2013 and February and June 2014 reporting survey periods would be counted in the population as four vehicles. Similarly, the population of students (39,443) consisted of the total numbers of students reported by the District as having been transported for each reporting survey period. (See NOTE A2.) The District reported students in the following ridership categories:

<u>Ridership Category</u>	<u>Number of Students Transported</u>
Teenage Parents and Infants	63
Hazardous Walking	515
IDEA – PK through Grade 12, Weighted	2,098
All Other FEFP Eligible Students	<u>36,767</u>
Total	<u>39,443</u>

Students with exceptions are students with exceptions affecting their ridership category. Students cited only for incorrect reporting of days in term, if any, are not included in our error-rate determination.

Our examination results are summarized below:

<u>Description</u>	<u>Buses</u>	<u>Students</u>	
	<u>Proposed Net Adjustment</u>	<u>With Exceptions</u>	<u>Proposed Net Adjustment</u>
We noted that the reported number of buses in operation was overstated.	(5)		
Our tests included 411 of the 39,443 students reported as being transported by the District.		51	(31)
We also noted certain issues in conjunction with our general tests of student transportation that resulted in the addition of 267 students.	–	<u>267</u>	<u>(265)</u>
Total	<u>(5)</u>	<u>318</u>	<u>(296)</u>

Our proposed net adjustment presents the net effect of noncompliance disclosed by our examination procedures. (See *SCHEDULE G*.)

The ultimate resolution of our proposed net adjustment and the computation of its financial impact is the responsibility of the Department of Education.

SCHEDULE G

FINDINGS AND PROPOSED ADJUSTMENTS STUDENT TRANSPORTATION

Overview

Management is responsible for determining and reporting the number of students transported in compliance with State requirements. These requirements are found primarily in Chapter 1006, Part I, E., and Section 1011.68, Florida Statutes; State Board of Education Rules, Chapter 6A-3, Florida Administrative Code; and the *Student Transportation General Instructions 2013-14* issued by the Department of Education. Except for the material noncompliance involving their reported ridership classification or eligibility for State transportation funding, the Lake County District School Board complied, in all material respects, with State requirements governing the determination and reporting of students transported under the FEFP for the fiscal year ended June 30, 2014. All noncompliance disclosed by our examination procedures is discussed below and requires management's attention and action, as recommended on page 43.

Findings

Students Transported Proposed Net Adjustments

Our examination procedures included both general tests and detailed tests. Our general tests included inquiries concerning the District's transportation of students and verification that a bus driver's report existed for each bus reported in a survey period. Our detailed tests involved verification of the specific ridership categories reported for students in our tests from the July and October 2013 reporting survey periods and the February and June 2014 reporting survey periods. Adjusted students who were in more than one reporting survey period are accounted for by reporting survey period. For example, a student included in our tests twice (i.e., once for the October 2013 reporting survey period and once for the February 2014 reporting survey period) will be presented in our Findings as two test students.

1. [Ref. 51] The number of days in term for 264 students was incorrectly reported as follows:
 - a. During the July 2013 reporting survey period, the number of days in term for 5 students was incorrectly reported. The students were reported for 6, 8, or 9 days in term; however, the Schools' instructional calendars supported that the students should have been reported for 12 days in term.

Findings

- b. During the October 2013 reporting survey period, the number of days in term for 198 students was incorrectly reported. The students were reported for 72 or 90 days in term; however, the School’s instructional calendar supported that the students should have been reported for 73 days in term.
- c. During the February 2014 reporting survey period, the number of days in term for 59 students was incorrectly reported. The students were reported for 90 days in term; however, the School’s instructional calendar supported that the students should have been reported for 72 days in term.
- d. During the June 2014 reporting survey period, the number of days in term for 2 students was incorrectly reported. The students were reported for 3 or 4 days in term; however, the schools’ instructional calendars supported that the students should have been reported for 8 days in term.

We propose the following adjustments:

July 2013 Survey

12 Days in Term

IDEA - PK through Grade 12, Weighted	4
All Other FEFP Eligible Students	1

9 Days in Term

IDEA - PK through Grade 12, Weighted	(1)
--------------------------------------	-----

8 Days in Term

IDEA - PK through Grade 12, Weighted	(1)
--------------------------------------	-----

6 Days in Term

IDEA - PK through Grade 12, Weighted	(2)
All Other FEFP Eligible Students	(1)

October 2013 Survey

90 Days in Term

All Other FEFP Eligible Students	(51)
----------------------------------	------

73 Days in Term

Teenage Parents and Infants	4
All Other FEFP Eligible Students	194

**Students
Transported
Proposed Net
Adjustments**

Findings

72 Days in Term

Teenage Parents and Infants	(4)
All Other FEFP Eligible Students	(143)

February 2014 Survey

90 Days in Term

All Other FEFP Eligible Students	(59)
----------------------------------	------

72 Days in Term

All Other FEFP Eligible Students	59
----------------------------------	----

June 2014 Survey

8 Days in Term

IDEA - PK through Grade 12, Weighted	2
--------------------------------------	---

4 Days in Term

IDEA - PK through Grade 12, Weighted	(1)
--------------------------------------	-----

3 Days in Term

IDEA - PK through Grade 12, Weighted	(1)	0
--------------------------------------	-----	---

2. [Ref. 52] Our general tests of the reported ridership disclosed the following for 1,180 students who were reported as being provided transportation from the students' home school sites (centers) to off-site farms (non-center sites) to participate in their scheduled vocational educational (agricultural) courses:

- a. The number of days in term was overstated. The supporting documentation provided for our review did not conclusively support the actual number of days that transportation had been provided during the 2013-14 school year. The students were reported as being transported 90 days in term; however, the students were not transported every day. However, the records that were provided to us were sufficient to support that the students were provided transportation for at least 1 day per week allowing for an 18 days-in-term reporting for both the October 2013 and February 2014 reporting survey periods.
- b. The bus driver reports disclosed that 138 students were not in ridership and should not have been reported for State transportation funding (23 students were not marked as riding the bus and 115 students were not listed on the bus driver reports).

We propose the following adjustments:

<u>Findings</u>		<u>Students Transported Proposed Net Adjustments</u>
October 2013 Survey		
<u>90 Days in Term</u>		
All Other FEFP Eligible Students	(544)	
<u>18 Days in Term</u>		
All Other FEFP Eligible Students	533	
February 2014 Survey		
<u>90 Days in Term</u>		
All Other FEFP Eligible Students	(636)	
<u>18 Days in Term</u>		
All Other FEFP Eligible Students	<u>509</u>	(138)

3. [Ref. 53] Our general tests of the reported ridership disclosed that 16 PK students were incorrectly reported in the All Other FEFP Eligible Students ridership category. We determined that 2 of the students were eligible for reporting in the Teenage Parents and Infants ridership category and that the remaining 14 students were not enrolled in a Teenage Parent Program and were not IDEA students and were not otherwise eligible for State transportation funding. We propose the following adjustments:

October 2013 Survey		
<u>90 Days in Term</u>		
Teenage Parents and Infants	1	
All Other FEFP Eligible Students	(5)	
February 2014 Survey		
<u>90 Days in Term</u>		
All Other FEFP Eligible Students	(10)	
<u>72 Days in Term</u>		
Teenage Parents and Infants	1	
All Other FEFP Eligible Students	<u>(1)</u>	(14)

4. [Ref. 54] Our general tests of the reported ridership disclosed that two students were not eligible for State transportation funding (one student could not be validated by the District and one student was reported under two different identification numbers; thus, duplicating one student). We propose the following adjustment:

February 2014 Survey		
<u>90 Days in Term</u>		
All Other FEFP Eligible Students	<u>(2)</u>	(2)

Findings

5. [Ref. 55] Our general tests disclosed exceptions involving 17 buses and 113 students as follows:

- a. The bus driver reports for 5 buses (1 bus with 15 students [1 student was in our test] in the July 2013 reporting survey period, 3 buses with 16 students [1 student was in our test] in the October 2013 reporting survey period, and 1 bus with 1 student in the February 2014 reporting survey period) were not available at the time of our examination and could not be subsequently located; therefore, the count of the 5 buses in operation and the ridership of the 32 students reported on these buses could not be verified.
- b. The ridership verification for six routes (involving the reporting of 81 students) was missing and could not be subsequently located; consequently, we could not determine the eligibility or validation of the 81 students' reported ridership.
- c. The bus numbers assigned to 3 buses (2 buses in the October 2013 reporting survey period and 1 bus in the February 2014 reporting survey period) were incorrectly inputted and, as a result, incorrectly included in the bus count for the number of buses in operation.
- d. Three buses in the October 2013 reporting survey period were transporting only courtesy riders and should not have been included in the count of the number of buses in operation.
- e. Six buses (3 buses in the October 2013 reporting survey period and 3 buses in the February 2014 reporting survey period) that provided transportation for center-to-center students were incorrectly reported under other bus numbers; consequently, the 6 buses were not included in the number of buses in operation but should have been.

We propose the following adjustments:

a. July 2013 Survey

Number of Buses in Operation (1)

12 Days in Term

IDEA - PK through Grade 12, Weighted (15)

**Students
Transported
Proposed Net
Adjustments**

Findings

October 2013 Survey

Number of Buses in Operation (3)

90 Days in Term

IDEA - PK through Grade 12, Weighted (15)

All Other FEFP Eligible Students (1)

February 2014 Survey

Number of Buses in Operation (1) (5)

90 Days in Term

All Other FEFP Eligible Students (1) (32)

b. October 2013 Survey

90 Days in Term

All Other FEFP Eligible Students (34)

February 2014 Survey

90 Days in Term

All Other FEFP Eligible Students (47) (81)

c. October 2013 Survey

Number of Buses in Operation (2)

February 2014 Survey

Number of Buses in Operation (1) (3)

d. October 2013 Survey

Number of Buses in Operation (3)

e. October 2013 Survey

Number of Buses in Operation 3

February 2014 Survey

Number of Buses in Operation 3 6
(5)

6. [Ref. 56] The IEPs for 14 students in our test did not support that the students met at least one of the five criteria required for reporting in the IDEA – PK through Grade 12, Weighted ridership category. We determined that 13 of the students were eligible for reporting in the All Other FEFP Eligible Students ridership category and that the remaining student (who was not enrolled in School during the June 2014 reporting survey period) should not have been reported for State transportation funding. We propose the following adjustments:

<u>Findings</u>	<u>Students Transported Proposed Net Adjustments</u>
July 2013 Survey	
<u>12 Days in Term</u>	
IDEA - PK through Grade 12, Weighted	(1)
All Other FEFP Eligible Students	1
October 2013 Survey	
<u>90 Days in Term</u>	
IDEA - PK through Grade 12, Weighted	(5)
All Other FEFP Eligible Students	5
February 2014 Survey	
<u>90 Days in Term</u>	
IDEA - PK through Grade 12, Weighted	(4)
All Other FEFP Eligible Students	4
June 2014 Survey	
<u>8 Days in Term</u>	
IDEA - PK through Grade 12, Weighted	(2)
All Other FEFP Eligible Students	2
<u>1 Day in Term</u>	
IDEA - PK through Grade 12, Weighted	(2)
All Other FEFP Eligible Students	<u>1</u> (1)

7. [Ref. 57] Four students in our test were either not listed on the bus driver reports (two students) or the bus driver reports indicated that the students were not provided transportation during the reporting survey period (two students). We propose the following adjustments:

October 2013 Survey	
<u>90 Days in Term</u>	
Teenage Parents and Infants	(1)
All Other FEFP Eligible Students	(2)
June 2014 Survey	
<u>8 Days in Term</u>	
IDEA - PK through Grade 12, Weighted	(1) (4)

Findings

8. [Ref. 58] Fifteen students in our test were incorrectly reported in the Hazardous Walking ridership category. We determined that six of the students lived 2 miles or more from school and should have been reported in the All Other FEFP Eligible Students ridership category and the remaining nine students (whose routes to school did not require the students to walk in a designated hazardous area) were not otherwise eligible for State transportation funding. We propose the following adjustments:

October 2013 Survey

90 Days in Term

Hazardous Walking	(9)	
All Other FEFP Eligible Students	4	

February 2014 Survey

90 Days in Term

Hazardous Walking	(6)	
All Other FEFP Eligible Students	<u>2</u>	(9)

9. [Ref. 59] Seven students in our test were incorrectly reported in the All Other FEFP Eligible Students ridership category. The students lived less than 2 miles from school and were not otherwise eligible for State transportation funding. We propose the following adjustments:

October 2013 Survey

90 Days in Term

All Other FEFP Eligible Students	(3)	
----------------------------------	-----	--

February 2014 Survey

90 Days in Term

All Other FEFP Eligible Students	<u>(4)</u>	(7)
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10. [Ref. 60] Two students in our test were not enrolled in school during the February 2014 reporting survey period; consequently, the students were not eligible for State transportation funding. We propose the following adjustment:

February 2014 Survey

90 Days in Term

All Other FEFP Eligible Students	(1)	
----------------------------------	-----	--

72 Days in Term

Teenage Parents and Infants	<u>(1)</u>	(2)
-----------------------------	------------	-----

**Students
Transported
Proposed Net
Adjustments**

Findings

11. [Ref. 61] Seven students in our test were incorrectly reported in the IDEA – PK through Grade 12, Weighted ridership category in the June 2014 reporting survey period as follows: (a) the IEPs for six of the students did not specify the need for ESY services; consequently, the students were not eligible for State transportation funding, and (b) the IEP for the remaining student did not support that the student met at least one of the five criteria required for reporting in the IDEA – PK through Grade 12, Weighted ridership category; however, the student was eligible to be reported in the All Other FEFP Eligible Students ridership category. We propose the following adjustment:

a. June 2014 Survey

11 Days in Term

IDEA - PK through Grade 12, Weighted (1)

8 Days in Term

IDEA - PK through Grade 12, Weighted (2)

All Other FEFP Eligible Students (1)

1 Day in Term

IDEA - PK through Grade 12, Weighted (2) (6)

b. June 2014 Survey

8 Days in Term

IDEA - PK through Grade 12, Weighted (1)

All Other FEFP Eligible Students 1 0

Proposed Net Adjustment

(296)

SCHEDULE H

RECOMMENDATIONS AND REGULATORY CITATIONS STUDENT TRANSPORTATION

RECOMMENDATIONS

We recommend that District management exercise more care and take corrective action, as appropriate, to ensure that: (1) the number of buses in operation, including the bus routes and the number of days in term, are accurately reported and bus driver reports and instructional calendars are retained to support this reporting; (2) Transportation management review their database for completeness and accuracy to ensure that students are reported in the appropriate ridership categories and that all students without matching demographics are eligible for State transportation funding; (3) only those students who are in membership and are documented as having been transported at least 1 time during the reporting survey period are reported for State transportation funding; (4) students reported in the IDEA – PK through Grade 12, Weighted ridership category are appropriately documented as meeting one of the five criteria required for such classification as noted on the students’ IEPs; (5) only eligible students who are on routes that are approved and determined as meeting the criteria for hazardous walking conditions and that need to cross the specific hazardous walking locations are reported in the Hazardous Walking ridership category; (6) the distance from home to school is verified prior to students being reported in the All Other FEFP Eligible Students ridership category based on living more than 2 miles from their assigned schools; (7) the IEPs of students reported in the Summer reporting survey periods authorize ESY services; and (8) only PK students who are classified as students with disabilities under the IDEA or who are enrolled in the Teenage Parent Program are reported for State transportation funding.

The absence of statements in this report regarding practices and procedures followed by the District should not be construed as acceptance, approval, or endorsement of those practices and procedures. Additionally, the specific nature of this report does not limit or lessen the District’s obligation to comply with all State requirements governing the determination and reporting of students transported under the FEFP.

REGULATORY CITATIONS

- Section 1002.33, FS Charter Schools
 - Chapter 1006, Part I, E., FS Transportation of Public K-12 Students
 - Section 1011.68, FS Funds for Student Transportation
 - Chapter 6A-3, FAC Transportation
- Student Transportation General Instructions 2013-14*

NOTES TO SCHEDULES

NOTE A - SUMMARY STUDENT TRANSPORTATION
--

A summary discussion of the significant features of student transportation and related areas follows:

1. Student Eligibility

Any student who is transported by bus must meet one or more of the following conditions in order to be eligible for State transportation funding: live 2 or more miles from school, be physically handicapped, be a Career Education 9-12 or an ESE student who is transported from one school center to another where appropriate programs are provided, or be on a route that meets the criteria for hazardous walking conditions specified in Section 1006.23(4), Florida Statutes.

2. Transportation in Lake County

For the fiscal year ended June 30, 2014, the District received approximately \$8.2 million for student transportation as part of the State funding through FEFP. The District's reporting of students transported by survey period was as follows:

<u>Survey Period</u>	<u>Number of Vehicles</u>	<u>Number of Students</u>
July 2013	38	242
October 2013	286	19,312
February 2014	288	19,661
June 2014	<u>41</u>	<u>228</u>
Total	<u>653</u>	<u>39,443</u>

3. Statutes and Rules

The following statutes and rules are of significance to the District's administration of student transportation:

Section 1002.33, FS Charter Schools
Chapter 1006, Part I, E., FS Transportation of Public K-12 Students
Section 1011.68, FS Funds for Student Transportation
Chapter 6A-3, FAC Transportation

NOTE B – TESTING STUDENT TRANSPORTATION
--

Our examination procedures for testing provided for the selection of students using judgmental methods for testing the number of students transported as reported to the Department of Education for the fiscal year ended June 30, 2014. Our testing process was designed to facilitate the performance of appropriate examination procedures to test the District's compliance with State requirements governing the determination and reporting of students transported under the FEFP.

MANAGEMENT'S RESPONSE



Leading our Children to Success

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Superintendent:
Susan Moxley, Ed.D

School Board Members:

District 1
Bill Mathias
District 2
Rosanne Brandeburg
District 3
Marc Dodd
District 4
Debbie Stivender
District 5
Stephanie Luke

December 5, 2015

Ms. Sherrill Norman, CPA
Florida Auditor General
Claude Pepper Building, Room 412C
111 West Madison Street
Tallahassee, FL 32399-1450

Dear Ms. Norman;

The preliminary and tentative findings for the Examination of the Florida Education Finance Program (FEFP) Full-Time Equivalent (FTE) Students and Student transportation for the fiscal year ended June 20, 2014 for Lake County Schools have been reviewed. The District concurs in general with the findings.

Management continues to review our processes and procedures to ensure that full-time equivalent (FTE) student reporting is complete and accurate. Corrective action to address deficiencies noted in the reporting of and preparation and maintenance of supporting documentation for students in English for Speakers of Other Languages (ESOL), Exceptional Student Education (ESE) Support levels 4 and 5, and Career Education (9-12) On The Job (OJT) programs will continue to be implemented and evaluated. We also believe that the District's new ERP computer system is providing us better and more accurate data as we move forward.

Transportation reporting has improved significantly from prior audits. However, we continue to recognize the important of reporting accuracy in; (1) the ridership category for the number of days in the term, (2) verification of the distance from home to school for students classified as Two Miles or More, and (3) support for the additional ESE transportation funding in the student's Individual Education Plan (IEP).

Based on prior audit findings, we acknowledge that our most significant area of weakness has been the need to standardize procedures. We have made staffing changes at the school level to ensure that those charged with the data input of this information have the time to carefully and thoroughly review supporting documentation and correct any data issues should they occur.

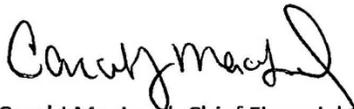
December 5, 2015
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We would like to thank your staff for the manner in which the audit was conducted. We look to the audit process as a valuable tool in our continuous improvement of all areas of the school district.

Sincerely,



Dr. Susan Moxley, Superintendent
Lake County Schools



Carol J MacLeod, Chief Financial Officer
Lake County Schools

"Equal Opportunity in Education and Employment"