

**SANTA ROSA 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



BOARD MEMBERS AND SUPERINTENDENT

Santa Rosa 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>No.</u>
Dr. Diane L. Scott, Vice Chair to 11-18-13, Chair from 11-19-13	1
E. Hugh Winkles, Vice Chair from 11-19-13	2
Mary Diane Coleman, Chair to 11-18-13	3
Carol N. Boston from 11-19-13	3
Jennifer G. Granse	4
Scott T. Peden	5

Timothy S. Wyrosdick, Superintendent

The examination team leader was Alice Pounds, CPA, and the examination was supervised by Aileen B. Peterson, CPA, CPM. Please address inquiries regarding this report to J. David Hughes, CPA, Audit Manager, by e-mail at davidhughes@aud.state.fl.us or by telephone at (850) 412-2971.

This report and other reports prepared by the Auditor General can be obtained on our Web site at www.myflorida.com/audgen; by telephone at (850) 412-2722; or by mail at G74 Claude Pepper Building, 111 West Madison Street, Tallahassee, Florida 32399-1450.

Santa Rosa County District School Board
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students and Student Transportation

LIST OF ABBREVIATIONS

For the Fiscal Year Ended June 30, 2014

ELL	English Language Learner
EP	Educational Plan
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages
FAC	Florida Administrative Code
FES	Fluent English Speaker
FS	Florida Statutes
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan
OJT	On-the-Job Training
PK	Prekindergarten

Santa Rosa County District School Board
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students and Student Transportation
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EXECUTIVE 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 missing and could not be located for students in ESOL, ESE Support Levels 4 and 5, and Career Education 9-12 (OJT), the Santa Rosa County District School Board complied, in all material respects, with State requirements regarding the determination and reporting of full-time equivalent (FTE) students under the Florida Education Finance Program (FEFP) and the number of students transported for the fiscal year ended June 30, 2014:

- Three of the 29 students in our ESOL test, 16 of the 144 students in our ESE Support Levels 4 and 5 test, and 27 of the 52 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 missing and could not be located. Of the 144 students in our ESE Support Levels 4 and 5 test, 16 (11 percent) attended charter schools and 1 of the 16 students (6.25 percent) with exceptions attended a charter school. None of the students in our ESOL or Career Education 9-12 (OJT) tests attended charter schools.

Noncompliance related to reported FTE resulted in 27 findings. The resulting proposed net adjustment to the District's reported, unweighted FTE totaled to a negative 7.5221 (negative 7.6254 is applicable to District schools other than charter schools and positive .1033 is applicable to charter schools) but has a potential impact on the District's weighted FTE of a negative 22.8380 (negative 21.7377 is applicable to District schools other than charter schools and negative 1.1003 is applicable to charter schools). Noncompliance related to student transportation resulted in 8 findings and a proposed net adjustment of a negative 11 students.

Weighted adjustments to FTE are presented in our report for illustrative purposes only. The weighted adjustments to 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 FTE may be estimated by multiplying the proposed net weighted adjustment to FTE by the base student allocation amount. For the Santa Rosa County District School Board, the estimated gross dollar effect of our proposed adjustments to reported FTE is a negative \$85,695 (negative 22.8380 times \$3,752.30), of which a negative \$81,566 is applicable to District schools other than charter schools and a negative \$4,129 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 FTE and student transportation and the computation of their financial impact is the responsibility of the Department of Education.

SCHOOL DISTRICT OF SANTA ROSA COUNTY

The District was established pursuant to Section 1001.30, Florida Statutes, to provide public educational services for the residents of Santa Rosa 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 Santa Rosa 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 elected Superintendent of Schools. For the fiscal year ended June 30, 2014, State funding through FEFP was provided to the District for 34 District schools other than charter schools, 2 charter schools, and 3 virtual education cost centers serving prekindergarten through twelfth grade students. The District reported 25,402.46 unweighted FTE as recalibrated for those students that included 116.48 unweighted FTE as recalibrated for charter school students and received approximately \$87.2 million in State funding through FEFP.

FLORIDA EDUCATION FINANCE PROGRAM (FEFP)

Full-Time Equivalent (FTE) Students

Florida school districts receive State funding through FEFP to serve prekindergarten through twelfth grade students (adult education is not funded by FEFP). 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 which 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 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 FTE reported 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 two 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 \$5.9 million for student transportation as part of the State funding through FEFP.



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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 SANTA ROSA COUNTY DISTRICT SCHOOL BOARD FLORIDA EDUCATION FINANCE PROGRAM (FEFP) FULL-TIME EQUIVALENT (FTE) STUDENTS

We have examined the Santa Rosa 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: 3 of the 29 students in our ESOL test,¹ 16 of the 144 students in our ESE Support Levels 4 and 5 test,² and 27 of the 52 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 missing and could not be located. Of the 144 students in our ESE Support Levels 4 and 5 test, 16 (11 percent) attended charter schools and 1 of the 16 students (6.25 percent) with exceptions attended a charter school. None of the students in our ESOL or Career Education 9-12 (OJT) tests 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 missing and could not be located for students in ESOL, ESE Support Levels 4 and 5, and Career Education 9-12 (OJT), the Santa Rosa 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.

¹For ESOL, see SCHEDULE D, Finding Nos. 7 and 15.

²For ESE Support Levels 4 and 5, see SCHEDULE D, Finding Nos. 1, 2, 8, 11, 12, 16, 17, 18, 22, 24, 25, and 26.

³For Career Education 9-12 (OJT), see SCHEDULE D, Finding Nos. 3, 5, and 9.

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 missing and could not be 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 A and EXHIBIT A, 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 control deficiency in the entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance on a timely basis. 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,



David W. Martin, CPA
Tallahassee, Florida
May 26, 2015

SCHEDULE A

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
POPULATIONS, TEST SELECTION, AND TEST RESULTS
 For the Fiscal Year Ended June 30, 2014

REPORTED FTE

The funding provided by FEFP is based upon the numbers of individual students participating in particular educational programs. 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 FTE prior to the application of the specific cost factor for each program. (See SCHEDULE B and NOTES A3, A4, and A6.) The District reported 25,402.46 unweighted FTE as recalibrated, which included 116.48 unweighted FTE as recalibrated for the charter schools' students, at 34 District schools other than charter schools, 2 charter schools, and 3 virtual education cost centers reported to the Department of Education for the fiscal year ended June 30, 2014.

SCHOOLS AND STUDENTS

As part of our examination procedures, we tested 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 (39) 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 (10,949) consisted of the total number of students in each program at the schools and virtual education 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:

<u>Programs</u>	<u>Number of Schools</u>		<u>Number of Students at Schools Tested</u>		<u>Students with Exceptions</u>	<u>Recalibrated Unweighted FTE</u>		<u>Proposed Adjustments</u>
	<u>Population</u>	<u>Test</u>	<u>Population</u>	<u>Test</u>		<u>Population</u>	<u>Test</u>	
Basic	37	14	9,341	148	0	21,146.8700	121.3194	18.9614
Basic with ESE Services	39	15	1,282	82	6	3,474.2800	71.3595	(2.8378)
ESOL	25	8	55	29	3	116.1700	22.0998	(2.7899)
ESE Support Levels 4 and 5	28	11	199	144	16	239.9700	103.8273	(4.9860)
Career Education 9-12	8	3	<u>72</u>	<u>52</u>	<u>27</u>	<u>425.1700</u>	<u>9.6267</u>	<u>(15.8698)</u>
All Programs	39	15	<u>10,949</u>	<u>455</u>	<u>52</u>	<u>25,402.4600</u>	<u>328.2327</u>	<u>(7.5221)</u>

The accompanying notes are an integral part of this schedule.

SCHEDULE A (Continued)

Santa Rosa County District School Board
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
POPULATIONS, TEST SELECTION, AND TEST RESULTS
For the Fiscal Year Ended June 30, 2014

TEACHERS

We also tested teachers as part of our examination procedures. (See NOTE B.) Specifically, the population of teachers (367 of which 358 are applicable to District schools other than charter schools and 9 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 tested 139 and found exceptions for 8 of those teachers. Of the 139 teachers tested, 3 (2 percent) taught at charter schools and none of the 8 teachers 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 tests of teacher certification. Our proposed adjustments generally reclassify 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.

The accompanying notes are an integral part of this schedule.

SCHEDULE B

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
EFFECT OF PROPOSED ADJUSTMENTS ON WEIGHTED FTE
(For Illustrative Purposes Only)
 For the Fiscal Year Ended June 30, 2014

<u>District Schools Other Than Charter Schools</u>			
<u>No. Program</u> ¹	<u>Proposed Net Adjustment</u> ²	<u>Cost Factor</u>	<u>Weighted FTE</u> ³
101 Basic K-3	3.2820	1.125	3.6923
102 Basic 4-8	5.3440	1.000	5.3440
103 Basic 9-12	10.3354	1.011	10.4491
111 Grades K-3 with ESE Services	(.7853)	1.125	(.8835)
112 Grades 4-8 with ESE Services	(1.9057)	1.000	(1.9057)
113 Grades 9-12 with ESE Services	(.7501)	1.011	(.7583)
130 ESOL	(2.7899)	1.145	(3.1944)
254 ESE Support Level 4	(2.8690)	3.558	(10.2079)
255 ESE Support Level 5	(1.6170)	5.089	(8.2289)
300 Career Education 9-12	<u>(15.8698)</u>	1.011	<u>(16.0444)</u>
Subtotal	<u>(7.6254)</u>		<u>(21.7377)</u>
<u>Charter Schools</u>			
<u>No. Program</u> ¹	<u>Proposed Net Adjustment</u> ²	<u>Cost Factor</u>	<u>Weighted FTE</u> ³
111 Grades K-3 with ESE Services	.6033	1.125	.6787
254 ESE Support Level 4	<u>(.5000)</u>	3.558	<u>(1.7790)</u>
Subtotal	<u>.1033</u>		<u>(1.1003)</u>
<u>Total of Schools</u>			
<u>No. Program</u> ¹	<u>Proposed Net Adjustment</u> ²	<u>Cost Factor</u>	<u>Weighted FTE</u> ³
101 Basic K-3	3.2820	1.125	3.6923
102 Basic 4-8	5.3440	1.000	5.3440
103 Basic 9-12	10.3354	1.011	10.4491
111 Grades K-3 with ESE Services	(.1820)	1.125	(.2048)
112 Grades 4-8 with ESE Services	(1.9057)	1.000	(1.9057)
113 Grades 9-12 with ESE Services	(.7501)	1.011	(.7583)
130 ESOL	(2.7899)	1.145	(3.1944)
254 ESE Support Level 4	(3.3690)	3.558	(11.9869)
255 ESE Support Level 5	(1.6170)	5.089	(8.2289)
300 Career Education 9-12	<u>(15.8698)</u>	1.011	<u>(16.0444)</u>
Total	<u>(7.5221)</u>		<u>(22.8380)</u>

¹ See NOTE A6.

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

³ Weighted adjustments to FTE are presented for illustrative purposes only. The weighted adjustments to 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 A4.)

The accompanying notes are an integral part of this schedule.

SCHEDULE C

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
PROPOSED ADJUSTMENTS BY SCHOOL
 For the Fiscal Year Ended June 30, 2014

<u>No. Program</u>	<u>Proposed Adjustments¹</u>			<u>Balance Forward</u>
	<u>#0041</u>	<u>#0103</u>	<u>#0141</u>	
101 Basic K-3	.....	.....	.....	.0000
102 Basic 4-8	.....	.....	.....	.0000
103 Basic 9-12	.....	.1666	6.3409	6.5075
111 Grades K-3 with ESE Services	.2147	.....	.....	.2147
112 Grades 4-8 with ESE Services	.....	.....	.....	.0000
113 Grades 9-12 with ESE Services	.....	.....	.....	.0000
130 ESOL	.....	(.1666)	.....	(.1666)
254 ESE Support Level 4	.2854	.....	.....	.2854
255 ESE Support Level 5	(.5001)	.....	.....	(.5001)
300 Career Education 9-12	.....	(.1666)	(6.5077)	(6.6743)
Total	<u>.0000</u>	<u>(.1666)</u>	<u>(.1668)</u>	<u>(.3334)</u>

¹ These proposed adjustments are for unweighted FTE. (See NOTE A4.)

The accompanying notes are an integral part of this schedule.

SCHEDULE C (Continued)

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
PROPOSED ADJUSTMENTS BY SCHOOL
 For the Fiscal Year Ended June 30, 2014

<u>No.</u>	<u>Brought Forward</u>	<u>Proposed Adjustments¹</u>				<u>Balance Forward</u>
		<u>#0182</u>	<u>#0231</u>	<u>#0281</u>	<u>#0302</u>	
101	.0000	.....	.....	2.2820	.....	2.2820
102	.0000	.....	3.2623	.....	1.0000	4.2623
103	6.5075	3.7479	.....	.....	.....	10.2554
111	.2147	.....	.....	.....	.....	.2147
112	.0000	.....	(1.9060)	.....	.0003	(1.9057)
113	.0000	(.2503)	.....	.....	.....	(.2503)
130	(.1666)	(.4998)	(.2598)	(1.7820)	.....	(2.7082)
254	.2854	(.1516)	(1.0025)	.....	(1.0003)	(1.8690)
255	(.5001)	(.0834)	(.2435)	(.5000)	.....	(1.3270)
300	<u>(6.6743)</u>	<u>(9.1955)</u>	<u>.....</u>	<u>.....</u>	<u>.....</u>	<u>(15.8698)</u>
Total	<u>(.3334)</u>	<u>(6.4327)</u>	<u>(.1495)</u>	<u>.0000</u>	<u>.0000</u>	<u>(6.9156)</u>

¹ These proposed adjustments are for unweighted FTE. (See NOTE A4.)

The accompanying notes are an integral part of this schedule.

SCHEDULE C (Continued)

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
PROPOSED ADJUSTMENTS BY SCHOOL
 For the Fiscal Year Ended June 30, 2014

<u>No.</u>	<u>Brought Forward</u>	<u>Proposed Adjustments¹</u>				<u>Total</u>
		<u>#0361</u>	<u>#7001</u>	<u>#8003*</u>	<u>#9060</u>	
101	2.2820	.....	1.0000	.....	.....	3.2820
102	4.2623	.0817	.....	.....	1.0000	5.3440
103	10.2554	.....	.....	.....	.0800	10.3354
111	.2147	.....	(1.0000)	.6033	.....	(.1820)
112	(1.9057)	.....	.....	.....	.....	(1.9057)
113	(.2503)	.....	.....	.....	(.4998)	(.7501)
130	(2.7082)	(.0817)	.....	.....	.....	(2.7899)
254	(1.8690)	.....	.....	(.5000)	(1.0000)	(3.3690)
255	(1.3270)	.....	.....	.....	(.2900)	(1.6170)
300	<u>(15.8698)</u>	<u>.....</u>	<u>.....</u>	<u>.....</u>	<u>.....</u>	<u>(15.8698)</u>
Total	<u>(6.9156)</u>	<u>.0000</u>	<u>.0000</u>	<u>.1033</u>	<u>(.7098)</u>	<u>(7.5221)</u>

* Charter School

¹ These proposed adjustments are for unweighted FTE. (See NOTE A4.)

The accompanying notes are an integral part of this schedule.

SCHEDULE D

Santa Rosa County District School Board
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
FINDINGS AND PROPOSED ADJUSTMENTS
For the Fiscal Year Ended June 30, 2014

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 missing and could not be located for students in ESOL, ESE Support Levels 4 and 5, and Career Education 9-12 (OJT), the Santa Rosa County District School Board complied, in all material respects, with State requirements governing the determination and reporting of FTE 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 21.

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 A5). 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.

Berryhill Elementary School (#0041)

1. [Ref. 4101] The IEP for one ESE student did not have an accompanying Matrix of Services form. We noted that a Matrix of Services form was in the student's file; however, it was not prepared until after the February 2014 reporting survey period. We propose the following adjustment:

111 Grades K-3 with ESE Services	.5001	
255 ESE Support Level 5	(.5001)	.0000

The accompanying notes are an integral part of this schedule.

SCHEDULE D (Continued)

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
FINDINGS AND PROPOSED ADJUSTMENTS
 For the Fiscal Year Ended June 30, 2014

**Proposed Net
 Adjustments
 (Unweighted FTE)**

Findings

Berryhill Elementary School (#0041) (Continued)

2. [Ref. 4102] The schedules for two ESE students were incorrectly reported in both Program No. 111 (Grades K-3 with ESE Services) and Program No. 254 (ESE Support Level 4). The students' entire schedules should have been reported in Program No. 254 (ESE Support Level 4). We propose the following adjustment:

111 Grades K-3 with ESE Services	(.2854)	
254 ESE Support Level 4	<u>.2854</u>	<u>.0000</u>
		<u>.0000</u>

Gulf Breeze High School (#0103)

3. [Ref. 10301] The timecards for two Career Education 9-12 (OJT) students indicated that the students did not work during the October 2013 reporting survey week. We propose the following adjustment:

300 Career Education 9-12	(.1666)	(.1666)
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4. [Ref. 10371] One teacher had earned none of the 60 in-service training points in ESOL strategies required by rule and the teacher's in-service training timeline. We propose the following adjustment:

103 Basic 9-12	.1666	
130 ESOL	(.1666)	<u>.0000</u>
		<u>(.1666)</u>

Jay High School (#0141)

5. [Ref. 14101] The timecard for one Career Education 9-12 (OJT) student was not signed by the student's employer. We propose the following adjustment:

300 Career Education 9-12	(.1668)	(.1668)
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The accompanying notes are an integral part of this schedule.

SCHEDULE D (Continued)

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
FINDINGS AND PROPOSED ADJUSTMENTS
 For the Fiscal Year Ended June 30, 2014

**Proposed Net
 Adjustments
 (Unweighted FTE)**

Findings**Jay High School (#0141)** (Continued)

6. [Ref. 14171] One teacher was not properly certified and was not approved by the School Board to teach out of field. The teacher held an academic certification in Art but taught a course that required a vocational certification in Commercial Art. 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	6.3409	
300 Career Education 9-12	(6.3409)	.0000
		(.1668)

Pace High School (#0182)

7. [Ref. 18201] 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 extended ESOL placements for a fourth or fifth year. We propose the following adjustment:

103 Basic 9-12	.4998	
130 ESOL	(.4998)	.0000

8. [Ref. 18202] One student was incorrectly reported for 250 instructional minutes in Program No. 255 (ESE Support Level 5) based on the student's enrollment in the Hospital and Homebound Program. However, the student was only provided 100 minutes of on-campus instruction and should have been reported for this instruction in Program No. 103 (Basic 9-12). We propose the following adjustment:

103 Basic 9-12	.0333	
255 ESE Support Level 5	(.0834)	(.0501)

The accompanying notes are an integral part of this schedule.

SCHEDULE D (Continued)

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
FINDINGS AND PROPOSED ADJUSTMENTS
 For the Fiscal Year Ended June 30, 2014

**Proposed Net
 Adjustments
 (Unweighted FTE)**

Findings

Pace High School (#0182) (Continued)

9. [Ref. 18203/04/05] We noted the following exceptions for 44 Career Education 9-12 (OJT) students: (a) 43 students (Ref. 18203/04/05) of which 23 were in our test were enrolled in Course No. 8303010 (Diversified Career Technology Principles), an on-campus course associated with Course No. 8300410 (Diversified Career Technology - OJT); however, no on-campus instruction was actually provided for this course and 1 of the 23 students (Ref. 18204) was reported for more work time than the student's timecard supported, and (b) the timecards for 1 student also in our test (Ref. 18203) and 3 of the 43 students' timecards were missing and could not be located. We propose the following adjustments:

<u>Ref. 18203</u>		
300 Career Education 9-12	(.9280)	(.9280)
<u>Ref. 18204</u>		
300 Career Education 9-12	(.1302)	(.1302)
<u>Ref. 18205</u>		
113 Grades 9-12 with ESE Services	(.2503)	
300 Career Education 9-12	(5.0741)	(5.3244)

10. [Ref. 18271] The parents of the students taught by one out-of-field ESOL teacher were not notified of the teacher's out-of-field status. We propose the following adjustment:

103 Basic 9-12	3.2148	
254 ESE Support Level 4	(.1516)	
300 Career Education 9-12	(3.0632)	.0000
		(6.4327)

The accompanying notes are an integral part of this schedule.

SCHEDULE D (Continued)

Santa Rosa County District School Board
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
FINDINGS AND PROPOSED ADJUSTMENTS
For the Fiscal Year Ended June 30, 2014

**Proposed Net
Adjustments
(Unweighted FTE)**

Findings

Hobbs Middle School (#0231)

11. [Ref. 23102] The files for three ESE students (two students were in our Basic with ESE Services test and one student was in our ESE Support Levels 4 and 5 test) did not contain IEPs covering the 2013-14 school year. We also noted that one of the students' files did not contain a *Matrix of Services* form covering the 2013-14 school year. We propose the following adjustment:

102 Basic 4-8	2.4997	
112 Grades 4-8 with ESE Services	(2.0000)	
254 ESE Support Level 4	(.4997)	.0000

12. [Ref. 23103] The file for one ESE student concurrently receiving homebound and on-campus instruction did not contain a *Matrix of Services* form for the on-campus portion of the student's instructional schedule. Additionally, we noted that the student was reported for five days of on-campus instruction but was only in attendance for two days during the February 2014 survey week. We propose the following adjustment:

112 Grades 4-8 with ESE Services	.0940	
255 ESE Support Level 5	(.2435)	(.1495)

13. [Ref. 23171] One teacher was not properly certified to teach Social Science and English but had been approved in a prior year by the School Board to teach Social Science out of field but not the English subject area. We also noted that the teacher had earned no college credit hours towards certification in Social Science or English contrary to rule and the teacher's educational timeline. We propose the following adjustment:

102 Basic 4-8	.5028	
254 ESE Support Level 4	(.5028)	.0000

The accompanying notes are an integral part of this schedule.

SCHEDULE D (Continued)

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
FINDINGS AND PROPOSED ADJUSTMENTS
 For the Fiscal Year Ended June 30, 2014

**Proposed Net
 Adjustments
 (Unweighted FTE)**

Findings

Hobbs Middle School (#0231) (Continued)

14. [Ref. 23172/73] The parents of the ELL students who were taught Primary Language Arts by two teachers were not notified of the teachers' out-of-field status in ESOL (Ref. 23172/73). Additionally, we noted that one of the teachers (Ref. 23172) had not been approved by the School Board until after the October 2013 reporting survey period and had earned only 79 of the 180 in-service training points in ESOL strategies required by rule and the teacher's in-service training timeline. We propose the following adjustments:

<u>Ref. 23172</u>		
102 Basic 4-8	.1732	
130 ESOL	(.1732)	.0000
 <u>Ref. 23173</u>		
102 Basic 4-8	.0866	
130 ESOL	(.0866)	.0000
		(.1495)

Holley-Navarre Primary School (#0281)

15. [Ref. 28101] The files for two ELL students did not contain documentation to support the students' placements in the ESOL Program. The students were assessed as FES and ELL Committees were not convened to consider the students' ESOL placements. For one of these students, the letter notifying the parents of their child's ESOL placement was not dated; consequently, we were unable to determine if the notification was timely. We propose the following adjustment:

101 Basic K-3	1.7820	
130 ESOL	(1.7820)	.0000

The accompanying notes are an integral part of this schedule.

SCHEDULE D (Continued)

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
FINDINGS AND PROPOSED ADJUSTMENTS
 For the Fiscal Year Ended June 30, 2014

**Proposed Net
 Adjustments
 (Unweighted FTE)**

Findings**Holley-Navarre Primary School (#0281)** (Continued)

16. [Ref. 28102] The schedule for one ESE student intermittently receiving services in the Hospital and Homebound Program was incorrectly reported in Program No. 255 (ESE Support Level 5). However, the student had received on-campus instruction during the February 2014 reporting survey period and should have been reported in Program No. 101 (Basic K-3) for this instruction. We propose the following adjustment:

101 Basic K-3	.5000	
255 ESE Support Level 5	(.5000)	<u>.0000</u>
		<u>.0000</u>

Avalon Middle School (#0302)

17. [Ref. 30201/03] The files for two ESE students (one student was in our Basic with ESE Services test and one student was in our ESE Support Levels 4 and 5 test) did not contain IEPs covering the October 2013 or February 2014 reporting survey periods. We propose the following adjustments:

<u>Ref. 30201</u>		
102 Basic 4-8	1.0000	
112 Grades 4-8 with ESE Services	(1.0000)	.0000
 <u>Ref. 30203</u>		
112 Grades 4-8 with ESE Services	.5003	
254 ESE Support Level 4	(.5003)	.0000

18. [Ref. 30202] The file for one ESE student did not contain a *Matrix of Services* form covering the February 2014 reporting survey period. We propose the following adjustment:

The accompanying notes are an integral part of this schedule.

SCHEDULE D (Continued)

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
FINDINGS AND PROPOSED ADJUSTMENTS
 For the Fiscal Year Ended June 30, 2014

<u>Findings</u>	Proposed Net Adjustments (Unweighted FTE)
<u>Avalon Middle School (#0302)</u> (Continued)	
112 Grades 4-8 with ESE Services	.5000
254 ESE Support Level 4	(.5000)
	<u>.0000</u>
	<u>.0000</u>
<u>Woodlawn Beach Middle School (#0361)</u>	
19. [Ref. 36171] <u>One teacher had earned only 60 of the 240 in-service training points in ESOL strategies required by rule and the teacher's in-service training timeline.</u>	
<u>We propose the following adjustment:</u>	
102 Basic 4-8	.0817
130 ESOL	(.0817)
	<u>.0000</u>
	<u>.0000</u>
<u>Santa Rosa Online Virtual Instruction Program (#7001)</u>	
20. [Ref. 700101] <u>The file for one ESE virtual education student did not contain an EP covering the October 2013 or February 2014 reporting survey periods. We noted that an EP was prepared on February 21, 2014, which was after the reporting survey periods. We propose the following adjustment:</u>	
101 Basic K-3	1.0000
111 Grades K-3 with ESE Services	(1.0000)
	<u>.0000</u>
	<u>.0000</u>

The accompanying notes are an integral part of this schedule.

SCHEDULE D (Continued)

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
FINDINGS AND PROPOSED ADJUSTMENTS
 For the Fiscal Year Ended June 30, 2014

**Proposed Net
 Adjustments
 (Unweighted FTE)**

Findings

Santa Rosa Virtual Franchise (#7004)

21. [Ref. 700471] One teacher was not properly certified and was not approved by the School Board to teach out of field. The teacher held certification in Middle Grades Integrated Curriculum and Physical Education but taught a course that required certification in Health or 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 present this disclosure Finding with no proposed adjustment.

.0000

.0000

Capstone Academy Milton Charter School (#8003)

22. [Ref. 800301] One ESE student was not reported in accordance with the student's Matrix of Services form. We propose the following adjustment:

111 Grades K-3 with ESE Services	.5000	
254 ESE Support Level 4	(.5000)	.0000

23. [Ref. 800302] The instructional minutes for one ESE student were incorrectly reported due to an isolated data entry error. The student was documented as attending and receiving full-time instruction; however, the student was reported for less instruction. Accordingly, the student should have been reported for .5000 FTE rather than .3967 FTE. We propose the following adjustment:

111 Grades K-3 with ESE Services	<u>.1033</u>	<u>.1033</u>
		<u>.1033</u>

The accompanying notes are an integral part of this schedule.

SCHEDULE D (Continued)

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
FINDINGS AND PROPOSED ADJUSTMENTS
 For the Fiscal Year Ended June 30, 2014

<u>Findings</u>	Proposed Net Adjustments (Unweighted FTE)
<u>Berryhill Administrative Complex (#9060)</u>	
24. [Ref. 906001] <u>Two ESE students did not receive Hospital and Homebound instruction during the October 2013 or February 2014 reporting survey periods as reported. We propose the following adjustment:</u>	
255 ESE Support Level 5	(.1300) (1.1300)
25. [Ref. 906002] <u>Two ESE students were reported for more hours of homebound instruction (eight hours) than were provided (four hours). We propose the following adjustment:</u>	
255 ESE Support Level 5	(.0800) (.0800)
26. [Ref. 906003] <u>The files for two ESE students did not contain IEPs or <i>Matrix of Services</i> forms covering the 2013-14 school year. We propose the following adjustment:</u>	
102 Basic 4-8	1.0000
103 Basic 9-12	.0800
254 ESE Support Level 4	(1.0000)
255 ESE Support Level 5	(.0800) .0000
27. [Ref. 906004] <u>There was no attendance record for one ESE student. We also noted that the student's file did not contain an IEP covering the October 2013 reporting survey period. We propose the following adjustment:</u>	
113 Grades 9-12 with ESE Services	(.4998) (.4998)
	(.7098)
Proposed Net Adjustment	<u>(7.5221)</u>

The accompanying notes are an integral part of this schedule.

SCHEDULE E

Santa Rosa County District School Board
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
RECOMMENDATIONS AND REGULATORY CITATIONS
For the Fiscal Year Ended June 30, 2014

RECOMMENDATIONS

We recommend that management exercise more care and take corrective action, as appropriate, to ensure that: (1) only students who are in membership and in attendance at least 1 of the 11 days of a survey window are reported for FEFP-funding and documentation is retained to support this reporting; (2) students' instructional schedules and the associated instructional minutes are accurately reported, particularly in regard to students that are intermittently or concurrently enrolled in the Hospital and Homebound Program; (3) reported instructional minutes for students in the Hospital and Homebound Program are based on the homebound instructors' contact logs and the time authorized on the students' IEPs; (4) ESE students are reported in accordance with the students' *Matrix of Services* forms; (5) EPs, IEPs, and *Matrix of Services* forms are timely prepared, signed, and maintained in ESE students' files; (6) English language proficiency assessments are completed and ELL Committees are convened within 30 school days prior to the students' ESOL anniversary dates and the students' continued ESOL placements; (7) student files contain documentation to support each student's placement in the ESOL Program; (8) students in Career Education 9-12 (OJT) are reported in accordance with the students' timecards that are accurately completed, signed, and retained in readily-accessible files; (9) Career Education 9-12 (OJT) students that are reported for on-campus instruction are actually receiving such instruction prior to reporting those instructional minutes; (10) teachers are properly certified or, if teaching out of field, are timely approved by the School Board to teach out of field; (11) parents are timely notified when their children are assigned to out-of-field teachers; (12) teachers that were previously approved to teach out of field earn the required college credit toward the out-of-field certification area prior to being placed out of field again; (13) teachers earn the required in-service training points in ESOL strategies in accordance with their in-service training timelines; and (14) the letters notifying parents of their children's ESOL placements are timely dated and retained in the students' files.

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 FTE and FEFP.

The accompanying notes are an integral part of this schedule.

SCHEDULE E (Continued)

Santa Rosa County District School Board
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
RECOMMENDATIONS AND REGULATORY CITATIONS
For the Fiscal Year Ended June 30, 2014

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*

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

The accompanying notes are an integral part of this schedule.

SCHEDULE E (Continued)

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
RECOMMENDATIONS AND REGULATORY CITATIONS
 For the Fiscal Year Ended June 30, 2014

REGULATORY CITATIONS (Continued)Career Education On-the-Job Attendance

Rule 6A-1.044(6)(c), FAC Pupil Attendance Records

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

The accompanying notes are an integral part of this schedule.

SCHEDULE E (Continued)

Santa Rosa County District School Board
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
RECOMMENDATIONS AND REGULATORY CITATIONS
For the Fiscal Year Ended June 30, 2014

REGULATORY CITATIONS (Continued)

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

The accompanying notes are an integral part of this schedule.

Santa Rosa County District School Board
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
NOTES TO SCHEDULES
For the Fiscal Year Ended June 30, 2014

NOTE A – SUMMARY

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

1. School District of Santa Rosa County

The District was established pursuant to Section 1001.30, Florida Statutes, to provide public educational services for the residents of Santa Rosa 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 Santa Rosa County.

For the fiscal year ended June 30, 2014, State funding through FEFP was provided to the District for 34 District schools other than charter schools, 2 charter schools, and 3 virtual education cost centers serving prekindergarten through twelfth grade students. The District reported 25,402.46 unweighted FTE as recalibrated for those students that included 116.48 unweighted FTE as recalibrated for charter school students and received approximately \$87.2 million in State funding through 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 FEFP to serve prekindergarten through twelfth grade students (adult education is not funded by FEFP). 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 which 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.

Santa Rosa County District School Board
Florida Education Finance Program (FEFP)
Full-Time Equivalent (FTE) Students
NOTES TO SCHEDULES
For the Fiscal Year Ended June 30, 2014

NOTE A - SUMMARY (Continued)

3. Full-Time Equivalent (FTE) Students

The funding provided by 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 four through twelve, 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 student FTE enrollment is capped at 1.0 FTE except for FTE reported 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.

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
NOTES TO SCHEDULES
 For the Fiscal Year Ended June 30, 2014

NOTE A - SUMMARY (Continued)

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

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 FTE membership for a period of one 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

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

Continues On Next Page.

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Full-Time Equivalent (FTE) Students
NOTES TO SCHEDULES
 For the Fiscal Year Ended June 30, 2014

NOTE A - SUMMARY (Continued)

- 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

NOTE B - TESTING

Our examination procedures provided for the selection of tests 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 FTE and FEFP. The following schools were selected for testing:

<u>School Name/Description</u>	<u>Finding Number(s)</u>
1. Berryhill Elementary School	1 and 2
2. East Milton Elementary School	NA
3. Gulf Breeze High School	3 and 4
4. Jay High School	5 and 6
5. Pace High School	7 through 10
6. Hobbs Middle School	11 through 14
7. Holley-Navarre Primary School	15 and 16
8. Avalon Middle School	17 and 18
9. Bennett C. Russell Elementary School	NA
10. Woodlawn Beach Middle School	19
11. Santa Rosa Online Virtual Instruction Program	20
12. Santa Rosa Virtual Franchise	21
13. Santa Rosa Virtual Instruction Course Offerings	NA
14. Capstone Academy Milton Charter School*	22 and 23
15. Berryhill Administrative Complex	24 through 27

* Charter School



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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 SANTA ROSA COUNTY DISTRICT SCHOOL BOARD FLORIDA EDUCATION FINANCE PROGRAM (FEFP) STUDENT TRANSPORTATION

We have examined management's assertion, included in its representation letter dated January 23, 2015, that the Santa Rosa County District School Board complied with State requirements governing the determination and reporting of the number of students transported 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.

In our opinion, management's assertion that the Santa Rosa County District School Board complied with State requirements governing the determination and reporting of the number of students transported under the FEFP for the fiscal year ended June 30, 2014, is fairly stated, in all material respects.

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. Our examination disclosed certain 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 EXHIBIT A, respectively. 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 The noncompliance mentioned above, while indicative of certain control deficiencies,¹ is not considered indicative of material weaknesses in the District's internal controls related to their reported ridership classification or eligibility for State transportation funding. The impact of this noncompliance on the District's reported number of transported students 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.

¹ A *control deficiency* in the entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance on a timely basis. 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,



David W. Martin, CPA
Tallahassee, Florida
May 26, 2015

SCHEDULE F

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Student Transportation
POPULATIONS, TEST SELECTION, AND TEST RESULTS
 For the Fiscal Year Ended June 30, 2014

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 two 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 students for the number of students transported as reported to the Department of Education for the fiscal year ended June 30, 2014. (See NOTE B.) The population of vehicles (447) 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 (29,234) 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	19
Hazardous Walking	1,174
IDEA – PK through Grade 12, Weighted	984
All Other FEFP Eligible Students	<u>27,057</u>
Total	<u>29,234</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.

The accompanying notes are an integral part of this schedule.

SCHEDULE F (Continued)

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Student Transportation
POPULATIONS, TEST SELECTION, AND TEST RESULTS
 For the Fiscal Year Ended June 30, 2014

Our examination results are summarized below:

<u>Description</u>	<u>Students</u>	
	<u>With</u> <u>Exceptions</u>	<u>Proposed</u> <u>Net</u> <u>Adjustment</u>
We tested 457 of the 29,234 students reported as being transported by the District.	23	(10)
We also noted certain issues in conjunction with our general tests of student transportation that resulted in the addition of 1 student.	<u>1</u>	<u>(1)</u>
Total	<u>24</u>	<u>(11)</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.

The accompanying notes are an integral part of this schedule.

SCHEDULE G

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Student Transportation
FINDINGS AND PROPOSED ADJUSTMENTS
 For the Fiscal Year Ended June 30, 2014

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. The Santa Rosa County District School Board complied, in all material respects, with State requirements governing the determination and reporting of students transported 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 38.

**Students
 Transported
 Proposed Net
Adjustments**

Findings

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 tested 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 tested 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] Our general tests disclosed that 110 students were incorrectly reported for 19 days in term. We noted that 108 students, who attended Summer high school programs, should have been reported for 16 days in term and 2 students who attended a Summer reading camp program should have been reported for 14 days in term. We propose the following adjustment:

July 2013 Survey

19 Days in Term

All Other FEFP Eligible Students (110)

16 Days in Term

All Other FEFP Eligible Students 108

The accompanying notes are an integral part of this schedule.

SCHEDULE G (Continued)

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Student Transportation
FINDINGS AND PROPOSED ADJUSTMENTS
 For the Fiscal Year Ended June 30, 2014

<u>Findings</u>	<u>Students Transported Proposed Net Adjustments</u>
<u>July 2013 Survey</u> (Continued)	
<u>14 Days in Term</u>	
All Other FEFP Eligible Students	2 0
2. [Ref. 52] <u>Our general tests disclosed that the reported ridership of one student was not adequately supported. The bus driver's report indicated that the student was not transported on the bus during the 11-day survey window; consequently, the student should not have been reported for State transportation funding. We propose the following adjustment:</u>	
<u>October 2013 Survey</u>	
<u>90 Days in Term</u>	
All Other FEFP Eligible Students	(1) (1)
3. [Ref. 54] <u>Three students in our test were not enrolled in school during the July 2013 reporting survey period; consequently, the students were not eligible for State transportation funding. We propose the following adjustment:</u>	
<u>July 2013 Survey</u>	
<u>16 Days in Term</u>	
All Other FEFP Eligible Students	(3) (3)
4. [Ref. 56] <u>The IEPs for two students in our test who were reported in the IDEA - PK through Grade 12, Weighted ridership category did not indicate that the students met at least one of the five criteria required for IDEA-Weighted classification. We noted that one of the students was eligible for reporting in the All Other FEFP Eligible Students ridership category. We propose the following adjustments:</u>	
<u>October 2013 Survey</u>	
<u>90 Days in Term</u>	
IDEA - PK through Grade 12, Weighted	(1)
All Other FEFP Eligible Students	1

The accompanying notes are an integral part of this schedule.

SCHEDULE G (Continued)

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Student Transportation
FINDINGS AND PROPOSED ADJUSTMENTS
 For the Fiscal Year Ended June 30, 2014

<u>Findings</u>	<u>Students Transported</u>	<u>Proposed Net Adjustments</u>
<u>February 2014 Survey</u>		
<u>90 Days in Term</u>		
IDEA - PK through Grade 12, Weighted	(1)	(1)
5. [Ref. 57] <u>Two students in our test were incorrectly reported in the Hazardous Walking ridership category. The students' walking route to school did not cross a designated hazardous walking location. We propose the following adjustment:</u>		
<u>October 2013 Survey</u>		
<u>90 Days in Term</u>		
Hazardous Walking	(2)	(2)
6. [Ref. 58] <u>Nine students in our test were incorrectly reported in the Hazardous Walking ridership category. The students lived two miles or more from their assigned schools and should have been reported in the All Other FEFP Eligible Students ridership category. We propose the following adjustments:</u>		
<u>October 2013 Survey</u>		
<u>90 Days in Term</u>		
Hazardous Walking	(3)	
All Other FEFP Eligible Students	3	
<u>February 2014 Survey</u>		
<u>90 Days in Term</u>		
Hazardous Walking	(6)	
All Other FEFP Eligible Students	6	0
7. [Ref. 59] <u>Four students in our test were not marked as riding the bus during the February 2014 reporting survey period and should not have been reported for State transportation funding. We propose the following adjustment:</u>		
<u>February 2014 Survey</u>		
<u>90 Days in Term</u>		
Hazardous Walking	(1)	
All Other FEFP Eligible Students	(3)	(4)

The accompanying notes are an integral part of this schedule.

SCHEDULE G (Continued)

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Student Transportation
FINDINGS AND PROPOSED ADJUSTMENTS
 For the Fiscal Year Ended June 30, 2014

**Students
 Transported
 Proposed Net
Adjustments**

Findings

8. [Ref. 60] IEPs could not be located for three students in our test reported in the IDEA – PK through Grade 12, Weighted ridership category; however, we noted that the students lived two miles or more from their assigned schools and were eligible for reporting in the All Other FEFP Eligible Students ridership category. We propose the following adjustments:

February 2014 Survey

90 Days in Term

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

June 2014 Survey

16 Days in Term

IDEA - PK through Grade 12, Weighted	(1)	
All Other FEFP Eligible Students	1	<u>0</u>

Proposed Net Adjustment		<u>(11)</u>
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The accompanying notes are an integral part of this schedule.

SCHEDULE H

Santa Rosa County District School Board
Florida Education Finance Program (FEFP)
Student Transportation

RECOMMENDATIONS AND REGULATORY CITATIONS

For the Fiscal Year Ended June 30, 2014

RECOMMENDATIONS

We recommend that management exercise more care and take corrective action, as appropriate, to ensure that: (1) the number of days in term are accurately reported; (2) IEPs are maintained in readily-accessible files and students reported in IDEA-Weighted classifications are appropriately documented as meeting one of the five criteria required for IDEA-Weighted classifications as noted on the students' IEPs; (3) only those students who are documented as enrolled in schools during the survey week and recorded on bus drivers' reports as having been transported by the District at least once during the 11-day survey window are reported for State transportation funding; and (4) only eligible students who are on routes that are approved and determined as meeting the criteria for hazardous walking conditions and who cross the specific hazardous walking locations are reported in the Hazardous Walking ridership category.

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 student transportation.

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*

The accompanying notes are an integral part of this schedule.

Santa Rosa County District School Board
 Florida Education Finance Program (FEFP)
 Student Transportation
NOTES TO SCHEDULES
 For the Fiscal Year Ended June 30, 2014

NOTE A – SUMMARY

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 two 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 Santa Rosa County

For the fiscal year ended June 30, 2014, the District received approximately \$5.9 million for student transportation as part of the State funding through FEFP. The District’s transportation reporting by survey period was as follows:

<u>Survey Period</u>	<u>Number of Vehicles</u>	<u>Number of Students</u>
July 2013	37	325
October 2013	199	14,505
February 2014	200	14,277
June 2014	<u>11</u>	<u>127</u>
Total	<u>447</u>	<u>29,234</u>

3. Statutes and Rules

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

- Section 1002.33, FSCharter Schools
- Chapter 1006, Part I, E., FSTransportation of Public K-12 Students
- Section 1011.68, FSFunds for Student Transportation
- Chapter 6A-3, FACTransportation

Santa Rosa County District School Board
Florida Education Finance Program (FEFP)
Student Transportation
NOTES TO SCHEDULES
For the Fiscal Year Ended June 30, 2014

NOTE B – TESTING

Our examination procedures provided for the selection of tests of buses and 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 students transported.

EXHIBIT A
MANAGEMENT'S RESPONSE

Santa Rosa County School Board



William S. Emerson
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Tim S. Wyrosdick
 Superintendent

BOARD
 Diane L. Scott
 District 1
 Hugh Winkles
 District 2
 Carol Boston
 District 3
 Jennifer Granse
 District 4
 Scott Peden
 District 5

May 26, 2015

Mr. David Martin, C.P.A.
 Auditor General
 State of Florida
 G74 Claude Pepper Building
 111 West Madison Street
 Tallahassee, Florida 32399-1450

Dear Auditor General Martin,

The School District of Santa Rosa County accepts your preliminary and tentative report of examination findings with regard to our compliance to state requirements for reporting of full-time equivalent (FTE) students for the fiscal year ending June 30, 2014. We have reviewed your recommendations for improvement and plan to implement corrective action as detailed in the plan to follow. It is the desire of the Santa Rosa County School District to report all FTE in accordance with state law and state regulations. We will make every effort to keep accurate records and files and do so in a timely manner.

Full Time Equivalent Students

ESE (Programs 111, 112, 113, 254 and 255)
 Findings 4101, 4102, 18202, 23102, 23103, 28102, 30201/03, 30202, 700101, 800301, 800302, 906001, 906002, 906003, and 906004

The findings in ESE revolved primarily around the timeliness of supporting documents for proper FTE coding and in some cases the absence of supporting documents. The Assistant Superintendent for Curriculum and Instruction will meet with the members of the ESE department responsible for ensuring appropriate corrective action takes place. In this meeting, the list of findings will be reviewed and discussion about training and information sharing needed to improve record keeping and procedures will take place. As a result, training designed to minimize FTE reporting errors will take place at the beginning of the 2015-16 school year for ESE staff as appropriate. Internal auditing will occur regularly to help ensure proper reporting and record keeping. The Director of Exceptional Student Education is the person responsible for ensuring this corrective action takes place.

Serving Santa Rosa County's Educational Needs Since 1869

EXHIBIT A (CONTINUED) MANAGEMENT'S RESPONSE

ESOL (Program 130)

Findings 18201, 18271, 23172/73, 28101

The findings in ESOL were resolved supporting documents regarding the proper notification of parents when teacher were not ESOL endorsed and the absence of supporting evidence of appropriate testing necessary for inclusion in an ESOL program. The Assistant Superintendent for Curriculum and Instruction will meet with the Coordinator of Literacy to review the findings and ensure appropriate corrective action takes place. As a result, training designed to minimize FTE reporting errors will occur at the beginning of the 2015-16 school year for ESOL staff as appropriate. Internal auditing will occur periodically to help ensure proper reporting and record keeping. The Coordinator of Literacy is the person responsible for ensuring this corrective action takes place.

Career Education 9-12 (Program 300)

Findings 10301, 14101, 18203/04/05

The findings in Career Education revolve around the Diversified Career Technology (DCT) program. Findings indicate that in some instances, students had missing time cards during the survey period and /or failed to work the required hours during the survey period. Also, it was determined that at one school a course was being coded as on-campus instruction when in actuality it was an OJT course. The Assistant Superintendent for Curriculum and Instruction has reviewed these finding with our Director of Workforce Education and she has already had conversation with all school sites offering DCT for the 2015-16 school year to ensure proper structure of the program and proper delivery of the required on-campus instruction courses. In addition, the Director will meet with the DCT instructors prior to the start of the 2015-16 school year to review these findings and stress the importance of time card collection and work hours during the surveys. The Director of Workforce Education will audit the schools after each survey to minimize errors in an effort to minimize errors.

Teacher Certification

Findings 10371, 14171, 23171, 36171, 700471

These finding center around the proper notification of parents when teachers are out of field and board approval of each teacher who is teaching out of field. The Assistant Superintendent for Curriculum and Instruction will meet with the Assistant Superintendent for Human Resources and any other appropriate staff to review the teacher certification findings. As a result, training with school site principals will occur prior to the beginning of the 2015-16 school year. This training will include a review of the audit findings as well as suggestions for corrective action. Each principal or their designee will conduct an internal audit after each survey period to ensure board approval for and parent notification of out of field teachers has occurred. Also, this internal audit will check for copies of the parent letters in each student's file.

Student Transportation

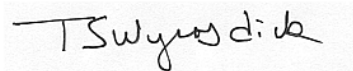
Findings 51, 52, 54, 56, 57, 58, 59, 60

These findings center on record keeping. Instances of missing documentation for ESE funding along with failure to make reporting adjustments based on actual attendance during the survey period resulted in findings. The Assistant Superintendent for Curriculum and Instruction will review the findings with the Director of Purchasing and any other student transportation staff as needed. The Director of Purchasing will work with the transportation staff to design and deliver a training to help minimize reporting errors in the future. This training will be delivered prior to June 30, 2015 in order to minimize reporting errors during the summer surveys.

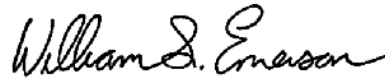
**EXHIBIT A (CONTINUED)
MANAGEMENT'S RESPONSE**

This concludes our plan for corrective action based on the preliminary and tentative examination findings for the audit of the fiscal year ending June 30, 2014. Do not hesitate to contact us if any further questions arise.

Sincerely,



Timothy S. Wyrosdick
Superintendent



Prepared by William S. Emerson
Assistant Superintendent