



Lakeside Union Elementary School District

Fiscal and Organizational Review

February 8, 2008

Joel D. Montero
Chief Executive Officer



CSIS California School Information Services

February 8, 2008

Dale Ellis, Acting Superintendent/Principal
Lakeside Union Elementary School District
9100 Jersey Avenue
Hanford, CA 93230

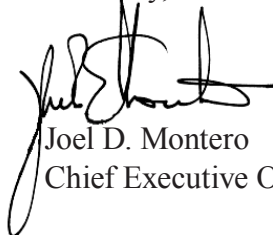
Dear Mr. Ellis:

In October 2007, the Lakeside Union Elementary School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement for a fiscal and organizational review of the district. Specifically, the agreement states that FCMAT will perform the following:

1. Conduct an organizational review of the district office and provide recommendations for changes, as needed, for a structure that will provide high quality services in support of the district.
2. Conduct a review of the district's fiscal stability and provide recommendations, as needed, to address the impact of declining enrolment and maintaining two school sites, as well as maintaining fiscal solvency.
3. Assist the district with identifying programs and related funding that can be used for after-school programs to serve students who will benefit from additional instructional support.

The attached report contains the study team's findings and recommendations. We appreciate the opportunity to serve you and we extend our thanks to all the staff of the Lakeside Union Elementary School District.

Sincerely,



Joel D. Montero
Chief Executive Officer

FCMAT

Joel D. Montero, Chief Executive Officer

1300 17th Street - CITY CENTRE, Bakersfield, CA 93301-4533 • Telephone 661-636-4611 • Fax 661-636-4647
422 Petaluma Blvd North, Suite. C, Petaluma, CA 94952 • Telephone: 707-775-2850 • Fax: 707-775-2854 • www.fcmat.org
Administrative Agent: Larry E. Reider - Office of Kern County Superintendent of Schools

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Foreword

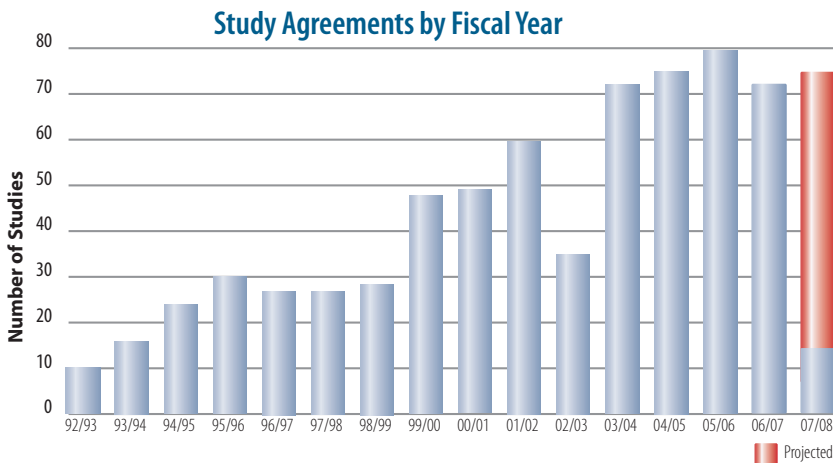
FCMAT Background

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

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

Since 1992, FCMAT has been engaged to perform more than 600 reviews for local educational agencies, including school districts, county offices of education, charter schools and community colleges. Services range from fiscal crisis intervention to management review and assistance. FCMAT also provides professional development training. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The agency is guided under the leadership of Joel D. Montero, Chief Executive Officer, with funding derived through appropriations in the state budget and a modest fee schedule for charges to requesting agencies.

Total Number of Studies.....	667
Total Number of Districts in CA.....	982
Management Assistance.....	631 (94.6%)
Fiscal Crisis/Emergency	36 (5.4%)
Note: Some districts had multiple studies.	
Seven Districts have received emergency loans from the state.	
(Rev. 10/10/07)	



Introduction

Background

Lakeside Union Elementary School District is located in Hanford, California and has an enrollment of approximately 350 K-8 students in two schools: Gardenside (K-3) and Lakeside (4-8).

The district's student population is approximately 67% Hispanic, 17% African-American, 11% Caucasian, 4% Asian and 1% other. Of the district's 350 students, approximately 165 are limited English speaking and approximately five are non-English speaking. Approximately 5% of the students are transient due to the agricultural economy of the area, and about 18% are migrant students. More than 95% of the district's students receive either free or reduced price meals and are Title I participants.

The district has experienced declining enrollment for the past two years. The total general fund budget, including restricted and unrestricted dollars, is approximately \$3.4 million.

Many categorical programs and grants are available to the district's students and staff. The district has three computer labs, one of which is mobile; an after-school program operated by the Kings County Office of Education; teacher training; and a translator to assist parents who do not speak English. There are also student transportation and child nutrition programs. Parent participation is encouraged.

Study Guidelines

FCMAT visited the district on December 17-19, 2007 to conduct interviews, collect data and review documents. This report is the result of those activities and is divided into the following sections:

- I. Executive Summary
- II. Organizational Structure
- III. Fiscal Stability
- IV. After-School Programs

Study Team

William Gillaspie Ed.D.
Management Analyst
FCMAT

Robert Rice, Retired
Consultant
Rio Vista, CA

John Lotze
Public Information Specialist
FCMAT

Executive Summary

The district has employed five different superintendent/principals since the 2002-03 school year. The current superintendent/principal is on a 120-day administrative leave, during which time an administrator with one year of previous administrative experience is serving as acting superintendent/principal. This excessive administrative turnover has been financially costly, has caused poor staff morale and has resulted in a lack of administrative continuity. The district should consider obtaining support and mentoring for the newly appointed acting superintendent/principal.

The current administrative staffing structure consists of two administrative positions: a superintendent/principal and a vice principal; and two school site secretaries, one executive secretary, one business manager, one maintenance director and one cafeteria manager.

There is currently no administrative oversight at Gardenside Elementary School. The district should provide at least part time administrative support for this site.

The district has an adequate financial reserve. The 2007-08 first interim report indicates that of the \$795,413 prior year ending balance, \$361,496 is unrestricted money and \$433,916 is restricted money. The funds are equal to 26.99% of total annual expenditures.

Excess carryover of categorical and grant monies could mean that at some point in the future the federal government and the state may ask that those monies be returned and/or provide no further entitlements until carryover amounts are spent. The district should establish school site advisory committees as required to develop spending plans based on the needs of each applicable categorical program.

Despite the large carryover balances, the audit report notes that in two of the past three years the district has had an operating deficit. An operating deficit is also projected for 2007-08. However, the projected operating deficit is based on the assumption that all monies will be spent, which is unlikely in light of the district's carryovers and unspent regular monies to date. This situation tends to distort the operating deficit and give it a lack of credibility. Nevertheless, deficit spending, especially combined with declining enrollment, is a warning sign and can contribute to future fiscal instability. It is sound fiscal practice to bring budgeted expenditures in line with budgeted income.

The district does not meet the 60% requirement for elementary districts for minimum classroom compensation. The percentage represents the ratio of total dollars spent for the current expense of education

The district is considering whether it needs two school sites. Gardenside Elementary School has only 150 K-3 students and is need of major repairs and maintenance. The district should study the feasibility of closing Gardenside, as well as other options. Critical maintenance issues should be addressed immediately, independent of any decision about closing the site.

4 | EXECUTIVE SUMMARY

The district does not currently run before- or after-school remediation programs using supplemental hourly program funding. The district should offer the grades 2-9 mandated program and should strongly consider offering other before- and/or after-school programs.

Findings and Recommendations

Organizational Structure

Organizations are open systems that must be able to adapt to changing conditions if they are to survive and thrive. Organizations are social entities that are goal directed and structured within boundaries. The most important building block of an organization is its people and their roles.

For an organization to be successful it must have strong and consistent leadership. The leader must nurture positive relationships, have a clear vision and strong values, be caring and be able to communicate effectively.

Although all organizations have a hierarchy of authority, effective organizations give their people considerable autonomy and involvement in decision making. A successful organization will include a culture of respect, trust, accountability, professionalism and pride.

The district has employed five different superintendent/principals since the 2002-03 school year. The current superintendent/principal is on a 120-day administrative leave, during which time an administrator with one year of previous administrative experience is serving as acting superintendent/principal. This excessive administrative turnover has been financially costly, has caused poor staff morale and has resulted in a lack of administrative continuity.

The current administrative staffing structure consists of two administrative positions: a superintendent/principal and a vice principal; and two school site secretaries, one executive secretary, one business manager, one maintenance director and one cafeteria manager.

The district hired a new business manager in early January, 2008. In addition, the district's governing board approved the hiring of a part time accountant technician, who will be hired after the business manager is in place. Although the exact duties of the account technician have not been determined, this position could assume such responsibilities as Associated Student Body (ASB) accounts, accounts payable, and some of the personnel responsibilities from the business manager. This would give the business manager more time to focus on the more complex work of the business office.

The district has 19 teachers located at two school sites approximately eight miles apart. The current acting superintendent/principal was the vice principal at Gardenside Elementary School during the 2006-07 school year. District staff and the governing board are supportive of the acting superintendent/principal and are optimistic that the environment of the school is improving. The new acting superintendent/principal demonstrates a positive attitude and a strong commitment to the district. Support and mentoring for administrators is available and could assist the new acting superintendent/principal.

There is currently no administrative oversight at Gardenside Elementary School. Because of the absence of administrative leadership at this school site, there is a lack of oversight, staff accountability, responsiveness to staff questions and concerns, and follow-through with teacher and parent concerns. There is also a lack of oversight in the areas of buildings and grounds maintenance, student discipline, and direction for instructional aides. A minimum of part time administrative support could be provided by a retiree, a current employee or some other qualified individual.

It appears that the staffing and organization of the maintenance and operations department is not providing effective or efficient service. Staff and board members expressed considerable concern regarding the appearance, cleanliness and maintenance at both Gardenside and Lakeside elementary schools. Giving more attention to the maintenance and cleanliness of both schools would give staff, students and the community greater pride in their school.

Prison work-release programs can be used to help maintain and clean school sites. These programs are available without cost and have been used by other districts after verifying that appropriate security measures are in place.

The district currently provides little employee training and few opportunities for staff professional development. Training is available from the county office and may also be accessible through neighboring school districts.

Recommendations

The district should:

1. Consider contacting the Association of California School Administrators (ACSA) or the Kings County Office of Education to obtain administrative support and mentoring for the newly appointed acting superintendent/principal.
2. Make the new account technician position responsible for the Associated Student Body (ASB) fund, accounts payable, and at least some of the personnel responsibilities previously performed by the business manager.
3. Consider providing at least part time administrative support for Gardenside Elementary School to provide leadership, support staff and students, follow through on student discipline and parent issues, be responsive to teacher and parent concerns, and oversee much needed maintenance.
4. Ensure that the maintenance and operations department gives more priority to the appearance, cleanliness and maintenance of both schools. Investigate the possibility of using work-release programs from the county jail and the local prisons to assist in the maintenance, painting and groundskeeping at the school sites when children are not present.
5. Explore the possibility of making available to all staff, board members and volunteers, cost-effective training provided by the Kings County Office of Education or neighboring school districts.

Fiscal Stability

The district has an adequate financial reserve. The audited ending fund balance for June 30, 2007 was \$795,413. The 2007-08 first interim report indicates that of the \$795,413 prior year ending balance, \$361,496 is unrestricted money and \$433,916 is restricted money. The funds available are equal to 26.99% of total annual expenditures.

Audited available reserves are \$749,633. This includes all undesignated fund balances and all funds designated for economic uncertainty in the general fund and the special reserve other than capital outlay fund. The audited general fund ending balance has increased by \$408,445 over the past two years. The projected budget for 2007-08 includes a decrease of \$268,077 in the ending fund balance. For a district the size of Lakeside Union Elementary, the state recommends available reserves of at least 4% of the total general fund expenditures, transfers out and other uses. The district's 2007-08 first interim report sets the reserve for economic uncertainty at \$200,000, which is an increase of \$75,000 over the 2007-08 adopted budget.

The district's ending fund balance is significantly distorted by the large carryover of more than \$400,000 from prior year categorical programs and other monies. Examples of prior year carryover or unspent monies in the general fund include the following (numbers rounded to the nearest thousand):

A. Title I	\$68,000
B. Title II	8,000
C. Title III (LEP)	7,000
D. Title IV	2,000
E. Teacher Quality	64,000
F. English Language Learner	6,000
G. Comm. Based Engl. Tutor	6,000
D. School Safety and Violence	17,000
D. Lottery (Instr. Materials)	18,000
E. Art and Music Block Grant	8,000
F. California Peer Assistance	8,000
G. Professional Development	64,000
H. Discretionary Block Grant	30,000
I. Instructional. Materials (Library, Tech)	6,000
J. Textbooks	28,000
K. Regular Lottery	55,000
L. Discretionary Block Grants	31,000 (Site and District)

A considerable amount of money was also allocated, but not spent, for classroom instructional supplies, copying and printing, equipment, staff development and other services. In addition, there is a \$235,000 carryover in the deferred maintenance fund.

Thus there appears to be a pattern of not spending in accordance with the budget. Spending less than is budgeted can be desirable, but in this case the carryovers and unspent allocations are excessive and sometimes occur over several years.

Documents strongly suggest that the business manager adequately informed administration of the carryover issues; however, there is no evidence of a follow-up plan to spend this money in a timely and appropriate manner.

Excess carryover of categorical and grant monies could mean that at some point in the future the federal government and the state may ask that those monies be returned and/or provide no further entitlements until carryover amounts are spent.

Despite the large carryover balances, the audit report notes that the district had an operating deficit in two of the past three years. An operating deficit is also projected for 2007-08. However, the projected operating deficit is based on the assumption that all monies will be spent, which is unlikely in light of the district's categorical carryovers and other unspent monies to date. This situation tends to distort the operating deficit and give it a lack of credibility. Nevertheless, deficit spending, especially combined with declining enrollment, is a warning sign and can contribute to future fiscal instability. It is sound fiscal practice to bring budgeted expenditures in line with budgeted income.

The district does not have a 2007-08 school site plan or school advisory committee for either school site. School site plans developed by school advisory committees are required for programs such as Title I and school based coordination. This is a compliance issue that could trigger the return of categorical funds, the loss of future funds, or both.

Establishing school site advisory committees and providing administrative support for them would help resolve this issue. It may also be prudent to request an extension from the California Department of Education (CDE) for this purpose. It would be far better to have the knowledge, cooperation, assistance and approval of the CDE than to submit a late plan and hope it is approved. One of the major reasons for requesting an extension is a turnover in administrative leadership such as the district has experienced.

The district does not effectively use or take advantage of all the resources available from county and state agencies. The county office, the California Association of School Business Officials (CASBO), the Association of California School Administrators (ACSA), the California Department of Education (CDE) and School Services of California (SSC) all have information and publications that could help the district, usually at little or no additional cost. There are many low cost and free resources available, from these agencies and from other districts. Becoming a member of the California Association of School Business Officials and School Services of California would help the district obtain accurate and up-to-date fiscal information. The county office may be helpful in getting some of this information to the district, but they should not be expected to provide all of it.

The district has approximately 30 inter-district agreements that give approval for students who reside within the district's boundaries to attend school in another district. The loss of this average daily attendance has cost the district at least \$180,000 annually in revenue limit and categorical funding. Continued approval of inter-district transfers for students to attend other districts could put the district in financial jeopardy.

The district believes that there are also some students who reside in the district but attend school in other districts, without an inter-district agreement. The exact number of such students is unknown. The county office may be able to help the district identify these students. Once the district is relatively certain of the facts, the first step would be to contact the other district or districts to confirm the residential addresses that these students provided when they registered. A further step could include notifying the CDE's fiscal division about students who are in violation of the legal inter-district transfer process and requesting that ADA funding go to the students' district of residence.

The district's employees have not received a salary increase for three years. This has resulted in declining staff morale and has begun to make it difficult to recruit and retain qualified employees.

Although the district has a fiscal reserve and may be able to use a portion of these funds to provide a reasonable salary increase for all district employees for the 2007-08 school year, the district must consider whether it can sustain such a salary increase over the next several years. The district should consider contacting the county office for assistance with a fiscal analysis of any proposed increase to help ensure that a reasonable reserve is maintained and that the proposal is one that the district's board and administration can support. The district's reserves are one-time funds, but a salary increase is an ongoing cost which must be considered over multiple years.

The district does not meet the 60% requirement for elementary districts for minimum classroom compensation specified in Education Code section 41372 and reported on the Standardized Account Code Structure (SACS) form CEB. The percentage represents the ratio of total dollars spent for the current expense of education.

The district does not meet the No Child Left Behind (NCLB) special education maintenance of effort (MOE) requirement, which specifies that special education expenditures for 2006-07 must be equal to or greater than the expenditures for 2005-06. The district's actual special education expenditures for 2005-06 and 2006-07 were \$386,773 and \$244,659, respectively. Thus the district is short of meeting the special education MOE requirement and will need to identify the factors which contributed to a reduced cost.

The district is considering whether or not two school sites are needed. Gardenside Elementary School is a low enrollment school with approximately 150 K-3 students and needs major maintenance and repairs, as well as major modernization, to reach acceptable standards for keeping it open in the long term. The school also has immediate maintenance needs that are so significant that they appear to be at or very near the point at which they become health and safety issues for staff and students. This is particularly true with regard to heating and air conditioning, the cafeteria roof, and the condition of

the playground. These critical maintenance issues require immediate attention, regardless of any future decision about closing the school.

It would be prudent to study the feasibility of closing Gardenside, as well as other options. The study would need to include the following:

- Other options, including, but not limited to, a state modernization project and partial closing of the school.
- A cost analysis and thorough investigation of the effect on Lakeside Elementary School.
- Research to determine if the district would lose students to other districts.
- A plan outlining options for the Gardenside site, and the fiscal implications of any such action.

Recommendations

The district should:

1. Ensure that the portion of categorical carryover or restricted balances is spent wisely and not allowed to increase any further.
2. Establish parent/teacher school site advisory committees. The committees should create formal, written school-level plans that set goals and objectives for each program. The committee should also develop spending plans based on the needs in each categorical program for which an advisory committee is required.

The district should ensure that the administration assists the advisory committees in developing the school plans but does not dictate the goals, objectives or expenditures of the plans.

3. Consider requesting an extension from the CDE to allow time to establish the school site advisory committees and to develop the school site plans and corresponding budgets.
4. Ensure that deferred maintenance carryover money is spent in accordance with a written plan. FCMAT did not see a formal, written deferred maintenance plan, but there is evidence that the district has an informal plan to re-roof Lakeside school.
5. Avoid operating deficits, especially if a pattern of operating deficits and declining enrollment is present.
6. Use the low cost and no cost services, publications and other information provided by the county office, the California Department of Education and other school districts and agencies.

Consider becoming members of the California Association of School Business Officials and School Services of California in order to remain informed regarding critical issues and staff development opportunities.

8. Cease to approve any more inter-district transfers for students to attend other districts.
9. Seek the assistance of the county superintendent and the county office in identifying students residing in Lakeside district but attending other districts without an inter-district agreement, and work to get those students back to their district of residence. Once the facts are known with some certainty, consider contacting the other districts to confirm the residence addresses of these students. A further step could include notifying the CDE's fiscal division of these students and requesting that ADA funding for these students go to the district of residence.
10. Consider the feasibility of providing a salary increase for all district employees.
11. Study the feasibility of closing Gardenside Elementary School, as well as other options for this site.

The district should conduct a cost/benefit study to determine if it is appropriate to close Gardenside Elementary School. To allow time for the study and subsequent steps, the district should not anticipate closing Gardenside any sooner than June 30, 2009, if at all. Ensure that the study includes a cost analysis and thorough investigation of the effects of any closure. Any decision about whether to close the school should be based on factual information from the study.

12. Maintain the Gardenside Elementary School site and facility as long as it is open, and consider providing part time administrative support to the school.

Before- and After-School Programs

The district does not currently operate before- or after-school remediation programs using supplemental hourly program funding.

Remedial programs may be offered before or after school, on Saturdays, or during the summer or intersession breaks. There is evidence that the district has operated summer programs with this state funding in the past, but not recently.

Four hourly programs are funded through the revenue limit at approximately \$4.08 per hour prior to the application of state deficits. The four programs are:

- The K-12 core academic program, which many districts use for summer school.
- The Pupil Promotion and Retention Program, which is broken into two parts: a mandated program for grades 2-9 for pupils who are retained or recommended for retention, and an optional program for pupils in grades 2-6 who are at risk of retention or who have an academic deficiency such as low STAR test scores
- The 7-12 High School Exit Exam Program for grades 7-12.

When a program is mandated, as is the case with the grades 2-9 program, it must be offered. Attendance in these mandated programs is optional for the student, even for pupils who meet the criteria for being retained or for being recommended for retention. In the case of small districts without enough students to run the program, arrangements must be made with a neighboring district to offer the program.

Because almost all students in the district are Title I, there is likely a need for remediation in reading and math. The hourly programs are funded, and some carryover monies from Title I and other programs could also be legally used for remediation. Thus there is no sound justification for not offering these programs.

The district has an After School Education and Safety (ASES) program at Gardenside Elementary School that is administered by the county office using Proposition 49 money, but remediation is not the primary purpose of this program. The ASES program funds local after-school education and enrichment programs created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe, constructive alternatives for students in kindergarten through ninth grade. Although it is not a remediation program, ASES is effective in achieving its stated purpose.

The district also has the Club Z program, a tutoring program funded by Title I.

The district does not use child study teams (CSTs). Using CSTs can help teachers with remediation in the regular classroom setting and can reduce the number of children pulled out of the classroom for discipline. The CST model can also assist students in a before- or after-school program. It does not appear that the district's teachers are trained in this

model. In addition, the district is not using a response to intervention (RTI) model to assist teachers with children who need modification of the regular classroom standards.

Recommendations

The district should:

1. Offer the grades 2-9 mandated program.
2. Strongly consider offering other hourly programs.
3. Continue participating in the ASES program operated by the county office.
4. Provide teacher training for the CST model and then implement it.
5. Develop and implement the RTI model.

Appendix A
Study Agreement

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
October 12, 2007

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

1. BASIS OF AGREEMENT

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

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

The scope and objectives of this study are to:

- 1) Conduct an organizational review of the district office and provide recommendations for changes, as needed, for a structure that will provide high quality services in support of the districts instructional and operational goals and objectives.
- 2) Conduct a review of the districts fiscal stability and provide recommendations, as needed, to address the impact of declining enrollment and maintaining two school sites, as well as maintaining fiscal solvency.
- 3) Assist the district with identifying programs and related funding that can be used for after school programs to serve students who will benefit from additional instructional support.

B. Services and Products to be Provided

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

- 2) On-site Review - The Team will conduct an on-site review at the District office and at school sites if necessary.
- 3) Progress Reports - The Team will hold an exit meeting at the conclusion of the on-site review to inform the District of significant findings and recommendations to that point.
- 4) Exit Letter - The Team will issue an exit letter approximately 10 days after the exit meeting detailing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting.
- 5) Draft Reports - Sufficient copies of a preliminary draft report will be delivered to the District administration for review and comment.
- 6) Final Report - Sufficient copies of the final study report will be delivered to the District following completion of the review.
- 7) Follow-Up Support – Six months after the completion of the study, FCMAT will return to the District, if requested, to confirm the District’s progress in implementing the recommendations included in the report, at no cost. Status of the recommendations will be documented to the District in a FCMAT Management Letter.

3. PROJECT PERSONNEL

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

- A. FCMAT Fiscal Intervention Specialist
- B. FCMAT Curriculum Consultant
- C. FCMAT Fiscal Consultant

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

4. PROJECT COSTS

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

- A. \$500.00 per day for each Team Member while on site, conducting fieldwork at other locations, preparing and presenting reports, or participating in meetings.
- B. All out-of-pocket expenses, including travel, meals, lodging, etc. Based on the elements noted in section 2 A, the total cost of the study is estimated at \$7,000. The District will be invoiced at actual costs, with 50% of the estimated cost due following the completion of the on-site review and the remaining amount due upon acceptance of the final report by the District
- C. Any change to the scope will affect the estimate of total cost.

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

5. RESPONSIBILITIES OF THE DISTRICT

- A. The District will provide office and conference room space while on-site reviews are in progress.
- B. The District will provide the following (if requested):
 - 1) A map of the local area
 - 2) Existing policies, regulations and prior reports addressing the study request
 - 3) Current organizational charts
 - 4) Current and four (4) prior year's audit reports
 - 5) Any documents requested on a supplemental listing
- C. The District Administration will review a preliminary draft copy of the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the Team prior to completion of the final report.

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

6. PROJECT SCHEDULE

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

Orientation:	To be determined
Staff Interviews:	(Estimated November or December 2007)
Exit Interviews:	(Estimated November or December 2007)
Preliminary Report Submitted:	Six weeks following on-site review
Final Report Submitted:	To be determined
Board Presentation:	To be determined
Follow-Up Support:	If requested

7. CONTACT PERSON

Please print name of contact person: Dale Ellis, Acting Superintendent

Telephone 559-582-2868 FAX 559-582-7638

Internet Address:

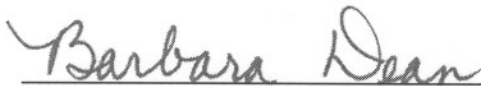
Angela Scott, Administrative Assistant - ascott@kings.k12.ca.us



Dale Ellis, Acting Superintendent
Lakeside Union Elementary School District

10/26/07

Date



Barbara Dean, Deputy Administrative Officer
Fiscal Crisis and Management Assistance Team

10/19/07

Date

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