

## EXECUTIVE SUMMARY

McConnell & Jones LLP (MJ) is pleased to present our final report of the review of Lamar Consolidated Independent School District (LCISD or District). On December 14, 2016, LCISD, through its board president, engaged McConnell & Jones LLP (MJ, or the review team) to conduct a Districtwide Department Process Audit. The objectives of the engagement were to review departments across the District to analyze current services to ensure that the District is ready to meet the needs and demands of a fast growth District and to assess what added services, processes, and functions that will be required to accommodate such growth. This report presents the results of the process audit and includes our observations including recommendations for improvement and financial impacts.

We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our observations and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our observations and conclusions based on our audit objectives.

## BACKGROUND

Lamar Consolidated Independent School District (LCISD or “the district”) was officially formed in 1947 with the consolidation of three independent and nine common school districts. Over the next 62 years, the district added four additional common school districts and two additional independent school districts culminating in absorbing the Kendleton Independent School District in 2009 after the Texas Education Agency (TEA) removed Kendleton ISD’s accreditation.

As of January 2017, LCISD contains 43 percent of the area of Fort Bend County, encompassing approximately 385 square miles that extends from Brazoria County on the southeast to Waller and Austin counties on the northwest, with Wharton County on the district’s western boundary. LCISD serves 30,829 students. The District maintains 53 buildings, which includes 37 schools plus six special school sites. LCISD employs a total of 5,182 staff members, including full-time, part-time, and substitutes as of November 2017. According to LCISD’s District Profile included in TEA’s most recently published Texas Academic Performance Report for 2015-2016, the district has an ethnically diverse student population, which is 44.3 percent Hispanic; 27.7 percent White; 19.1 percent African American, 6.3 percent Asian and 2 percent other ethnicities or more than one race/ethnicity. LCISD’s student population also includes 13.8 percent English Language Learners, 43.3 percent economically disadvantaged students, and 48 percent at-risk students.

A seven-member elected board governs the district and appoints the superintendent, who manages the day-to-day operation and administration of the district. The board consists of seven members elected from single-member districts, each serving overlapping four year terms on a rotating basis. The terms are staggered so that no more than four members are elected every two (2) years.

## SCOPE AND METHODOLOGY

The following areas were reviewed in accordance with the scope of work:

1. District Organization and Management
2. Educational Service Delivery
3. Special Education
4. Community Relations
5. Human Resources
6. Facilities Construction, Use, and Management
7. Financial Management
8. Food Services
9. Transportation
10. Technology Management
11. Safety and Security

Upon contract execution, the review team prepared and presented the District with a comprehensive list of requested data by operational area. Project activities began with a visioning session with LCISD’s board members on January 11, 2017. The purpose of the visioning session was to obtain an understanding of the District’s strengths, weaknesses, opportunities, and threats. Information from the visioning session, combined with results of our preliminary data analysis, provided the context for conducting interviews and focus groups with board members, administrators, and other school employees during onsite work, which began on Tuesday, February 7, 2017 and continued through March 10, 2017.

During onsite work the review team conducted 207 interviews and 66 focus groups. **Exhibit ES-1** presents these interviews and focus groups by review area.

**Exhibit ES-1**  
**Interviews and Focus Groups by Review Area**

Review Area	Interviews	Focus Groups
District Organization and Management	15	6
Education Service Delivery (ESD)	29	2
Special Education	9	19
Community Relations	13	6
Human Resources	14	1
Facilities	14	8
Financial Management	31	1
Food Services	13	
Transportation	15	3
Technology	29	4
Safety & Security	10	11
Athletics (included in ESD)	15	5
<b>TOTAL</b>	<b>207</b>	<b>66</b>

School and facility visits were a critical component of our project approach because they allowed team members to see first-hand how the District’s administrative and operational functions support campus needs. During school and other facility visits, review team members used data collection, observation, and interview guides. School visits provided an opportunity for the review team to identify potential issues impacting management and operations that may not have been evident in results from surveys, focus groups, and data analysis. As presented in **Exhibit ES-2**, the review team visited 38 facilities consisting of 28 schools and 10 other facilities.

**Exhibit ES-2  
Interviews and Focus Groups**

Facility Type	Count of Sort Key
Elementary Schools	14
High Schools	5
Junior High Schools	5
Middle Schools	4
Other Facilities	10
<b>Grand Total</b>	<b>38</b>

**Exhibit ES-3** shows visits by facility name, review area, and purpose of the visit.

**Exhibit ES-3  
School and Facility Visits by Review Area and Purpose**

School/ Facility Name	Educational Service Delivery	Special Education	Community Relations	Facilities Construction, Use, and Management	Financial Management	Food Services	Transportation	Technology Management	Safety and Security
Administration Annex				Access facility operations and condition					
Adolphus Elementary						Cafeteria Visit			
Arredondo Elementary		Conduct interviews, visit classrooms							
Athletic Admin. Complex				Access facility operations and condition					
Beasley Elementary					Review activity funds and textbooks				
Bentley Elementary				Access facility operations and condition				Review network connectivity and technology use in classroom	
Bowie Elementary				Access facility operations and condition					
Briscoe Jr. High				Access facility operations and condition		Cafeteria Visit			
Campbell Elementary				Access facility operations and condition		Cafeteria Visit			
Dickinson Elementary						Cafeteria Visit			
Foster High				Access facility operations and condition					
Frost Elementary						Cafeteria Visit			

School/ Facility Name	Educational Service Delivery	Special Education	Community Relations	Facilities Construction, Use, and Management	Financial Management	Food Services	Transportation	Technology Management	Safety and Security
Fulshear Data Center								Review main data center operations	
Fulshear High				Access facility operations and condition		Cafeteria Visit	Student drop-off pick-up observations	Review network connectivity and technology use in classroom	
Fulshear Transportation Center							Interviews and assessment of facility		
George Junior High						Cafeteria Visit			
George Ranch High	Tour Athletic Facilities				Review activity funds and textbooks	Cafeteria Visit			Safety & Security Tour
Hubnak Elementary						Cafeteria Visit			
Lamar Consolidated High	Tour Athletic Facilities	Conduct interviews, visit classrooms		Access facility operations and condition	Review activity funds and textbooks	Cafeteria Visit			Safety & Security Tour
Lamar Jr. High	Tour Athletic Facilities	Conduct interviews, visit classrooms		Access facility operations and condition		Cafeteria Visit	Student drop-off pick-up observations		
LCISD Development Center								Review backup data center operations	
LCISD Receiving Warehouse								Observe technology equipment receiving and onboarding process	
Leaman Jr. High				Access facility operations and condition		Cafeteria Visit			
Maintenance & Operations				Access facility operations and condition					
Natorium	Tour Athletic Facilities			Access facility operations and condition					
Navarro Middle School						Cafeteria Visit			
Polly Ryon Middle		Conduct interviews, visit classrooms		Access facility operations and condition					
Reading Jr. High	Principal interviews and site tour			Access facility operations and condition		Cafeteria Visit			
Rosenberg Transportation Center							Interviews and assessment of facility		
Smith Elementary						Cafeteria Visit			
Special Needs Center			Review Common Threads program and operations	Access facility operations and condition					
Taylor Ray Elementary						Cafeteria Visit			
Terry High	Tour Athletic Facilities	Conduct interviews, visit classrooms				Cafeteria Visit	Student drop-off pick-up observations		
Travis Elementary						Cafeteria Visit			
Velasquez Elementary				Access facility operations and condition					

School/ Facility Name	Educational Service Delivery	Special Education	Community Relations	Facilities Construction, Use, and Management	Financial Management	Food Services	Transportation	Technology Management	Safety and Security
Wertheimer Middle				Access facility operations and condition	Review activity funds and textbooks				
Wessendorff Middle					Review activity funds and textbooks			Review network connectivity and technology use in classroom	
Williams Elementary		Conduct interviews, visit classrooms				Cafeteria Visit			

The review team collected data for this project through multiple sources, including:

- interviews with the director of schools, executive leadership team, division directors, and key staff;
- interviews with board members;
- individual and group interviews with program directors, coordinators, teachers, and staff;
- campus client surveys of parents, staff, and students administered by LCISD;
- school and other facility visits;
- a peer district surveys; and
- document review and analysis.

The review team used peer district survey responses as benchmarks against which to measure and compare LCISD operations.

During our review, we also examined exemplary practices and accomplishments. While the primary focus of the review was to identify opportunities for improvement, we also sought out and highlighted areas where the District is doing well. Areas where the District is performing exceptionally well are documented in the report as accomplishments.

The review team identified best practices for each of the areas assessed. During our evaluation, we determined whether the operation under review was meeting or not meeting the best practice standard. Unmet best practices became the driver of many of the observations in the report.

The following sections provide an overview of the key statistics, observations, and recommendations for each area reviewed during the engagement.

## OVERVIEW BY CHAPTER

### 1. DISTRICT ORGANIZATION AND MANAGEMENT

Effective organization and management of a school system requires cooperation and communication between elected members of the board, the superintendent, executive leadership team, and staff. The board’s role is to set goals and objectives for the school district in both instructional and operational areas, establish governance policies, approve plans to implement those policies, and approve the budget necessary to implement those plans. The staff is responsible for managing day-to-day implementation of the plans approved by the board, and recommending the appropriate modifications to ensure the district operates effectively. The superintendent, as the chief executive officer of the district, recommends staffing levels, programs, and the amount of resources necessary to operate the district and accomplish the board’s goals and objectives. The evaluation of the district’s organization and management involved the following functional areas:

- governance;
- planning;
- district management; and
- school management.

The review team identified **23** best practices against which to evaluate the organization and management of the District. **Exhibit ES-4** provides an overview of our evaluation of whether such best practices were met as well as other statistics.

**Exhibit ES-4**  
**District Organization and Management Summary**

Number of Best Practices	Best Practices Met	Best Practices Not Met	Number of Accomplishments	Number of Observations	Number of Recommendations	Five-year Savings (Investment) based on Recommendations
23	8	15	2	12	12	(\$10,359,668)

Some of the key highlights in the District Organization and Management chapter include the following:

- The Board-O-Gram is an effective communications tool to keep the board informed of district initiatives.
- The board can improve individual members’ understanding of their roles and responsibilities by establishing a board training and orientation system.
- The board can continuously improve district governance by conducting annual self-evaluations or self-assessments.
- The board can improve the superintendent’s evaluation process by taking an active role in establishing performance goals and expectations for the superintendent.
- LCISD can effectively prepare for the future by engaging in a formal, stakeholder-driven strategic planning process and developing a long-term strategic plan.
- Developing a comprehensive, districtwide succession plan will ensure continuity of leadership throughout LCISD over the next decade.
- Increasing the number of central administration and professional support positions will improve support services to LCISD’s schools.
- Redesigning LCISD’s current organization will more effectively support teaching, learning, and school operations over the next decade.
- LCISD has an opportunity to develop and deliver formal training or mentorship programs for principals and assistant principals.

## 2. EDUCATIONAL SERVICE DELIVERY

LCISD was ranked the 6th highest growth district among Texas districts with 20,000 or more students. From 2009-2010 to the beginning of 2015, its student population increased 18.9 percent. The increase was especially large for kindergarten grades. In 2013-2014, enrollment grew eight percent and in 2014-2015 it grew five percent. LCISD projects that by 2025 the district will have about 48,754 students, a 72.1 percent growth from 2014-2015.

In 2015-2016, LCISD’s average class sizes at the elementary and secondary levels were slightly larger than the state average. Its retention rates for non-special education students in K-8 were lower than the state average with the exception of grades 2, 3, and 4. Its retention rates for special education students were lower than the state’s rates with the exception of grades 6 and 7.

Academically, a larger percentage of LCISD students than Region 4 students and students statewide met STAAR Level II and End-of-Course (EOC) satisfactory standards in all subjects in 2015-2016. A larger percentage of Lamar students than Region 4 and students statewide also met the postsecondary readiness standard in all core subjects. LCISD had slightly higher attendance rates than Region 4 and statewide and lower dropout rates. It also had a higher percentage of students graduating from high school.

The review team identified **26** best practices against which to evaluate the educational service delivery component of the District. **Exhibit ES-5** provides an overview of our evaluation of whether such best practices were met as well as other statistics.

**Exhibit ES-5**  
**Educational Service Delivery Summary**

Number of Best Practices	Best Practices Met	Best Practices Not Met	Number of Accomplishments	Number of Observations	Number of Recommendations	Five-year Savings (Investment) based on Recommendations
2	12	14	13	14	16	(\$10,000)

Some of the key highlights in the Education Service Delivery chapter include the following:

- All LCISD Schools “met standard” on state assessment in 2015-2016 with students’ performance exceeding state and Region 4 in all grade levels and core content areas.
- Principals, teachers, and instructional coaches disaggregate data systematically and effectively at the end of each grading period to review student grade level mastery and implement improvement strategies.
- LCISD aligned its disciplinary guidelines across secondary campuses to enhance consistency in policies, procedures and consequences.
- LCISD provides comprehensive health care services for uninsured, under-insured, and medically underserved students by operating two clinics with Memorial Hermann Health Centers for Schools.
- LCISD’s curriculum is not fully developed, especially at the middle school/junior high level.
- LCISD had a high turnover of new teachers. More than 41 percent of teachers who left between 2013-2014 and 2015-2016 left within three years.
- LCISD applies disciplinary actions disproportionately to ethnic/racial student populations.
- LCISD libraries’ budget, staffing, and collection size and age does not align with public school library standards.

## 3. SPECIAL EDUCATION (SPED)

With the increase in total student enrollment, LCISD’s special education population increased from 2,202 in 2012-2013 to 2,722 in 2016-2017. Throughout this five-year period, between 8.3 and 8.8 percent of the district’s students were in special education. The percentage of special education students varied across campuses.

The percentage of SPED students varies by school and school level because of where particular SPED programs are located. Not all schools have the full array of SPED programs. Consequently, some SPED students do not attend the elementary or secondary schools within their neighborhood but go to a school outside their zone that has a program they need.

In addition to compiling data and documents about LCISD’s special education program, six (6) schools were selected for site visits. In each of the schools, the review team conducted interviews with the principal, special education teachers and paraprofessionals, regular education teachers who have special education students in their classes, and special education support staff. MJ also performed walkthroughs on each campus to the different special education instructional settings such as inclusion classes, resource rooms, Learning in Functional Environments (LIFE skills) classrooms, Intensive Behavior Classes, Structure Integrated Learning Classrooms/Positive Approach to Student Success, and Social Integration Program classes.

The review team identified 14 best practices against which to evaluate the special education component. **Exhibit ES-6** provides an overview of our evaluation of whether such best practices were met as well as other statistics.

**Exhibit ES-6  
Special Education Summary**

Number of Best Practices	Best Practices Met	Best Practices Not Met	Number of Accomplishments	Number of Observations	Number of Recommendations	Five-year Savings (Investment) based on Recommendations
14	5	9	5	9	9	\$0

Some of the key highlights in the Special Education chapter include the following:

- LCISD special education students' performance on state assessments in 2015-2016 exceeded the performance of special education students in Region 4 and the state.
- By moving from a program to a campus support focus, the Special Education Department streamlined communications with campuses, created a single contact point, and increased both support and monitoring efficiency.
- The Special Education Parent Advisory Committee has increased parent involvement, parents' knowledge of special education, and communication with district administration.
- Response to intervention implementation varies across campuses, lacking consistency and fidelity. This situation also results in a large number of referrals to special education and a large percentage of referrals that do not qualify for special education services.
- A disproportional number of African American and Hispanic students are referred to special education and subject to a range of disciplinary actions.
- Inclusion is not consistently implemented within and across grade levels, resulting in large classes at the junior high and high school levels.

#### 4. COMMUNITY RELATIONS

An effective communications and community relations program addresses both the unique characteristics of the school district and the community that it serves as well as actively engages school district stakeholders in decisions and operations.

A critical component of a community relations program includes strategies for communicating both with the community (external communications) and within the school district (internal communications). Other essential program components include methods for recruiting, engaging, and tracking the effectiveness of volunteers and soliciting business support for school functions and outreach activities designed to encourage community participation in the district.



Accordingly, community members and volunteers provide valuable resources that can enrich and enhance the educational system. In turn, community members directly benefit because they ultimately supply an informed citizenry, an educated workforce, and future community leaders.

The review team identified 16 best practices against which to evaluate the Community Relations component of the District. **Exhibit ES-7** provides an overview of our evaluation of whether such best practices were met as well as other statistics.

**Exhibit ES-7  
Community Relations Summary**

Number of Best Practices	Best Practices Met	Best Practices Not Met	Number of Accomplishments	Number of Observations	Number of Recommendations	Five-year Savings (Investment) based on Recommendations
16	10	6	5	3	3	\$0

Some of the key highlights in the Community Relations chapter include the following:

- LCISD’s Community Relations Department, in conjunction with community partners, implement a host of external academic and social support programs to benefit students and their families.
- The Lamar Educational Awards Foundation raises approximately \$300,000 annually to fund teacher and classroom grants that augment student learning experiences.
- By adopting a more centralized approach to executing communications and community/stakeholder involvement programming, the Community Relations Department can deliver more comprehensive services to schools.
- Implementing a consistent process for background checks for volunteers will reduce the risk of volunteers with inappropriate backgrounds from harming a student or staff member.
- Centralizing the volunteer registration and application process will enable the school district to develop and maintain a complete, up-to-date database of all volunteers.

**5. HUMAN RESOURCES**

At LCISD, labor costs consume approximately 84 percent of the district’s budget. Consequently, appropriately managing personnel is a critical function for a school. To be effective and efficient, schools must hire the appropriate number of employees with the qualifications and credentials to fill each position. Further, employees must be adequately compensated, given opportunities for training, and have access to benefits and services, including grievance and conflict resolution services, to ensure that morale and productivity remain high.

LCISD must offer competitive compensation, benefits, and career path opportunities to attract and retain the best employees. School districts must also have written disciplinary procedures in place when employees do not meet expectations or neglect to follow established policies and procedures.

In addition to providing a high-quality education for its students, school systems must provide a variety of resources and services to meet student needs. These resources and services include the following:

- Teachers to teach.
- Counselors to guide.
- Nurses to provide health care.
- School administrators to oversee school operations.
- Custodians to keep schools clean.
- Maintenance staff to keep buildings in good, safe condition.
- Police and safety personnel to keep schools safe.

- Cooks and servers to provide healthy meals.
- Bus drivers to provide transportation.
- Finance staff to manage and protect financial resources.
- Technology staff to administer and support the technological infrastructure.
- Human capital staff to ensure that employee compensation packages are competitive; qualified employees are recruited, hired and retained; and compliance with labor laws is maintained.

The review team identified **16** best practices against which to evaluate the human resources component of the District. **Exhibit ES-8** provides an overview of our evaluation of whether such best practices were met as well as other statistics.

**Exhibit ES-8**  
**Human Resources Summary**

Number of Best Practices	Best Practices Met	Best Practices Not Met	Number of Accomplishments	Number of Observations	Number of Recommendations	Five-year Savings (Investment) based on Recommendations
16	13	3	2	3	3	\$0

Some of the key highlights in the Human Resources chapter include the following:

- LCISD has a stable teaching force.
- LCISD faces challenges to maintain auxiliary staff.
- LCISD’s Human Resources Department developed detailed desktop manuals that describes responsibilities and processes for each position within the department.
- LCISD has a comprehensive substitute teacher screening and training program to ensure a pool of qualified individuals are available to fill in for teacher absences.
- Human resource staff are assigned responsibility for conducting school safety inspections and managing the safety program’s budget. These responsibilities are not in alignment of human resource functions and should be moved.
- The district has not implemented a methodology to monitor and report on employee compensatory time earned, used and balances. There are also inconsistencies on the management of compensatory time. The district should apply the employee compensatory time consistently throughout the district. Additionally, management reports should be developed to report on all overtime and compensatory time.
- District employees have the capability to manually adjust their own time records in the districts timekeeping system. This weakens internal controls in place to ensure that employees are paid only for the hours they work, not paid for hours not worked.

**6. FACILITIES CONSTRUCTION, USE, AND MANAGEMENT**

Effective facilities use and management processes consider the educational program needs, type, age, and configuration of owned, leased, and operated facilities. Effective processes enable school districts to plan, finance, and implement changes. A comprehensive program of facilities, custodial, and energy management coordinates all physical resources within a school district. Such a program effectively integrates facilities planning with all other aspects of school planning. Facilities personnel are also involved in design and construction activities and they are knowledgeable about operations and maintenance activities.

To be effective, facilities managers must also be involved in a school district’s strategic planning activities. In addition, effective facility departments operate under clearly defined policies, procedures, and activities that can be adapted to accommodate changes in resources and needs.

The review team identified **23** best practices against which to evaluate the District’s facilities construction, use, and management. **Exhibit ES-9** provides an overview of our evaluation of whether such best practices were met as well as other statistics.

**Exhibit ES-9  
Facilities Construction, Use, and Management**

Number of Best Practices	Best Practices Met	Best Practices Not Met	Number of Accomplishments	Number of Observations	Number of Recommendations	Five-year Savings (Investment) based on Recommendations
23	15	8	2	8	8	\$0

Some of the key highlights in the Facilities Construction, Use, and Management chapter include the following:

- LCISD’s Maintenance & Operations Department maximizes efficiency and cost-effectiveness by deploying staff labor using a geographic zone approach.
- LCISD has an in-house energy coordinator and has implemented the key components of an energy management program in order to conserve energy and control cost.
- LCISD could improve facilities planning functions by dedicating internal management resources.
- LCISD should develop an up-to-date long-range facilities master plan.
- To ensure a balance and optimized student enrollment, LCISD should maintain typical school utilization and inventory data.
- Optimize school facility utilization in all secondary tracks to better balance enrollment.

**7. FINANCIAL MANAGEMENT**

Sound financial management enables school districts to meet the challenge of satisfying the dual demands of educating America’s children while balancing limited financial resources. Sound financial management ensures that school districts receive and secure all available revenues; make sound financial decisions; develop and monitor budgets; establish strong internal controls; issue timely, accurate, and relevant financial reports; and comply with internal policies and procedures as well as external laws and regulations.

An independent school district’s financial management function administers a district’s financial resources and plans for its priorities. Administration may include budget preparation, accounting and payroll, administrative technology, tax appraisal and collection, and auditing. Planning may include developing a long-range strategy, aligning spending priorities with the strategies, identifying and allocating resources, assigning tasks and establishing schedules with milestones.

The review team identified **23** best practices against which to evaluate the financial management component of the District. **Exhibit ES-10** provides an overview of our evaluation of whether such best practices were met as well as other statistics.

**Exhibit ES-10  
Financial Management Summary**

Number of Best Practices	Best Practices Met	Best Practices Not Met	Number of Accomplishments	Number of Observations	Number of Recommendations	Five-year Savings (Investment) based on Recommendations
23	9	14	2	15	15	\$8,360

Some of the key highlights in the Financial Management chapter include the following:

- LCISD participates in the Alliance for Excellence in School Budgeting (the Alliance), an initiative that will enable the district to enhance its budget process.
- LCISD uses an innovative approach to selling surplus property online, using a web-based auction service similar to eBay.
- Linking spending priorities to board initiatives or to a long-range strategic plan would enable the district to better plan for and manage limited resources.
- Formal, comprehensive policies and procedures in the Business Department would strengthen internal controls and preserve institutional knowledge by describing how critical financial and accounting related tasks are to be performed.
- Leveraging technology and the existing capabilities of the financial system would make the accounts payable process, capital assets inventory, and textbook inventory more efficient and less manually intensive.
- Better control over approximately \$2 million in student and campus activity funds would reduce the risk of fraud and mismanagement of these funds.

## 8. FOOD SERVICES

School food service programs, also known as Child Nutrition Services, must comply with a variety of federal and state regulations and local school board policy. The United States Congress directed the National School Lunch Program (NSLP) and School Breakfast Program (SBP) in 1946 to “safeguard the health and well-being of the nation’s children and to encourage the domestic consumption of nutritional agricultural products.”

The LCISD Food Service Department (the Department) serves breakfast and lunch meals to over 30,000 students at 38 campuses, including the Early Childhood Center. As of February 17, 2017 (115 days of school year), the Department served 5,327 breakfasts and 14,930 lunches on an average daily basis. Approximately 41 percent of students enrolled in LCISD schools are eligible to receive free and reduced-priced breakfast and lunch meals through federal reimbursements from the USDA Child Nutrition Program. Since 10 of LCISD schools qualify for Community Eligibility Provision (CEP), all students receive free breakfast and lunch meals at these campuses and the Department receives federal reimbursements for these meals served.

The review team identified **8** best practices against which to evaluate the District’s food services programs. **Exhibit ES-11** provides an overview of our evaluation of whether such best practices were met as well as other statistics.

**Exhibit ES-11**  
**Food Services Summary**

Number of Best Practices	Best Practices Met	Best Practices Not Met	Number of Accomplishments	Number of Observations	Number of Recommendations	Five-year Savings (Investment) based on Recommendations
8	2	6	4	9	13	\$658,180

Some of the key highlights in the Food Services chapter include the following:

- The Food Service Department is in a financially sound position.
- The Food Service Organization is not structured appropriately to direct and support campus food service operations.
- There is a lack of documented standards, policies, and operating procedures to guide campus food service operations.

- Student breakfast and lunch participation is low at a number of district schools.
- Cafeteria operations are overstaffed at a number of district campuses.
- There is limited centralized training for cafeteria managers and kitchen staff.
- LCISD’s Food Service decision-making is not based on performance results and data-driven standards.
- Menu prices have not been increased sufficiently to cover rising meal costs.
- The balance on uncollected student meal payments is excessive.
- Food Services has not participated in or introduced new or innovative programs to increase program revenues.

**9. TRANSPORTATION**

The goal of a school district pupil transportation system is to provide safe, effective, and efficient transportation services to support the district’s educational and programmatic goals. For a transportation organization to be highly effective and efficient, the primary functional areas of a typical transportation organization must be appropriately staffed and managed. Prime examples include overall departmental management and strategic planning, route planning and management, dispatch and stakeholder communications, driver recruitment and training, and fleet maintenance and management.

Within LCISD, there are currently 26,899 students of the 29,725 enrolled that are eligible for transportation service, given current eligibility standards as established by LCISD’s Board of Trustee policies. The primary criteria for determining ridership eligibility is the distance a student resides from their designated school. For LCISD, eligibility criteria states that all students who live more than one half mile from their home school are eligible for transportation service, no matter the grade level. Approximately 12,930 eligible students are transported daily on 277 route buses within LCISD’s system. If current ridership trends continue, by the 2025-2026 school year, LCISD will transport nearly 20,558 students of 42,769 eligible riders.

The review team identified **10** best practices against which to evaluate the District’s transportation operation. **Exhibit ES-12** provides an overview of our evaluation of whether such best practices were met as well as other statistics.

**Exhibit ES-12  
Transportation Summary**

Number of Best Practices	Best Practices Met	Best Practices Not Met	Number of Accomplishments	Number of Observations	Number of Recommendations	Five-year Savings (Investment) based on Recommendations
10	5	5	8	10	11	(\$10,572,970)

Some of the key highlights in the Transportation chapter include the following:

- Route planning and management processes are supported by the implementation and use of robust route planning software.
- As an interconnected component of the route planning software, the fleet maintenance management and information module has yet to be implemented. This implementation should be considered a priority to better support the scheduling of preventative maintenance activities and the tracking of repair histories.
- Partially as a result of the LCISD hiring a well experienced Director, the department has been reorganized which included the establishment of an Operation Manager’s position. All day-to-day service delivery functions of the department are under the guidance of the Operations Manager allowing the Director to focus on the strategic planning needs of the department.

- The creation of a driver/departmental handbook should be considered to better ensure that current and future staff are well aware of the goals and objectives of the department.
- The Fulshear Transportation Facility supports a more effective routing network and fleet maintenance repair processes as buses are able to be dispatched and maintained closer to the geographical area that they serve.

**10. TECHNOLOGY MANAGEMENT**

A school district’s technology management affects the operational, instructional, and financial functions of the district. Technology management consists of planning and budgeting, technical infrastructures, application support, purchasing, and inventory control. Technology management typically requires staff dedicated to administrative and instructional technology responsibilities.

In LCISD, the technology mission is to use the power of technology to educate all students by ensuring access to a superior education through inspired digital citizenship leadership among parents, teachers, administrators, and staff. This mission provides districtwide technology programs that allow students to achieve their full potential with technology at home and at school that enables them to participate in future social, economic, and educational opportunities in their local and globally connected communities.

The review team identified **10** best practices against which to evaluate the LCISD’s technology management. **Exhibit ES-13** provides an overview of our evaluation of whether such best practices were met as well as other statistics.

**Exhibit ES-13  
Technology Management Summary**

Number of Best Practices	Best Practices Met	Best Practices Not Met	Number of Accomplishments	Number of Observations	Number of Recommendations	Five-year Savings (Investment) based on Recommendations
10	7	3	3	7	9	(\$430,700)

Some of the key highlights in the Technology Management chapter include the following:

- LCISD effectively used E-Rate and bond funds to install a robust fiber optic network infrastructure and wireless connectivity to all district campuses and facilities.
- A methodology or formalized process would help to assess and determine the number of PC technicians required to provide adequate and equitable support to the schools.
- Overall functional knowledge of the Munis business system would result in the full capabilities and benefits of the system being realized.
- An active districtwide technology committee reviews and approves technology initiatives.
- Having formalized standards and style guides is helpful for maintaining the district and campuses websites.
- A comprehensive disaster recovery/business continuity plan ensures continuity of operations in the aftermath of a catastrophic event.
- Network infrastructure redundancy provides the capability to re-route network traffic if there’s a break at any location in the fiber optic network.
- LCISD Technology Services Department documented policies and procedures help govern the technology functions and operational activities.

**11. SAFETY AND SECURITY**

Student and staff safety as well as the security of facilities and physical assets are major concerns for school districts. School districts must provide a safe and secure learning environment for students to excel academically. Components of effective safety security programs include policies, procedures, and programs to address crisis contingencies, and facility safety.

Proper security organization structures and appropriate staffing provide the framework for a successful safety and security program. Districts may employ police departments or use contract officers to assist in the security of the district and use district staff to implement safety and security measures. A balanced approach of prevention, intervention, enforcement, and recovery is essential to provide an effective safety and security program.

LCISD’s safety and security leadership organization consists of various staff in the district including the superintendent, assistant director of employee benefits services/risk management, principals, and security guards. LCISD also entered into a security services agreement with the City of Rosenberg to provide police officers for the school district serving as school resource officers (SRO).

The review team identified 4 best practices against which to evaluate the LCISD’s technology management. **Exhibit ES-14** provides an overview of our evaluation of whether such best practices were met as well as other statistics.

**Exhibit ES-14  
Safety and Security Management Summary**

Number of Best Practices	Best Practices Met	Best Practices Not Met	Number of Accomplishments	Number of Observations	Number of Recommendations	Five-year Savings (Investment) based on Recommendations
4	0	4	1	6	6	\$0

Some of the key highlights in the Safety and Security chapter include the following:

- Lamar CISD has maintained a strong partnership with Visual Imagry, Inc. (VI)\* developers of VIPlanning Software & Online Services since 2009. Together, this team developed a web-based emergency planning system for each campus via VIPlanning Software & Online Services®.  
\* Visual Imagry, Inc. is the correct spelling for this company.
- Reorganize the safety and security function to provide leadership and accountability.
- The District would benefit from establishing a safety and security committee to monitor and address safety and security issues.
- LCISD should enforce safety and security policies to ensure that emergency operations plans, evacuation drills, and inspections are timely and consistently updated, performed, and documented.

A summary of the recommendations in each chapter and fiscal impact is outlined in **Exhibit ES-15** on the following pages.

Exhibit ES-15  
Fiscal Impact Summary

	RECOMMENDATION	2017-2018	2018-2019	2019-2020	2010-2021	2021-2022	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
<b>CHAPTER 1: DISTRICT ORGANIZATION AND MANAGEMENT</b>								
1	Establish a comprehensive, continuing board training and orientation system to ensure that new and tenured board members understand their responsibilities and the role, structure, and process of the board to become an effective, high-performing governing board.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Conduct a series of teambuilding workshops to improve trust and communication among board members and to enhance board deliberations for efficient and effective decision-making.	(\$4,800)	(\$4,800)	(\$4,800)	(\$4,800)	(\$4,800)	(\$24,000)	\$0
3	Adopt Board Policy BG (LOCAL)—Board Self-Evaluation, and conduct formal, annual self-evaluations of the performance of the board and individual board members, and update LCISD’s Board Operating Procedures to include the board self-evaluation process.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	Review and assess the superintendent evaluation process, and make appropriate refinements to include establishing mutually agreed to, measurable performance goals and expectations to enhance collaboration and accountability.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	Implement a comprehensive, fully-integrated strategic planning process using elements of traditional and stakeholder-driven strategic planning processes.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6	Develop a comprehensive, coordinated succession plan that contains strategies and implementation initiatives to prepare LCISD for eventual changes in leadership throughout the organization.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	Develop specific strategies and tactics to include in the district’s internal communications plan to communicate and monitor key messages, initiatives, and directives from cabinet meetings to employees throughout the district.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	Assess principals’ short- and long-term administrative and operations support needs, and strategically increase the number of central administration and professional support positions to balance workloads and adequately support teaching, learning, and school operations.	\$0	(\$2,048,821)	(\$2,048,821)	(\$2,048,821)	(\$2,048,821)	(\$8,195,284)	\$0
9	Streamline the current organization to narrow the superintendent’s span of control, consolidate teaching and learning functions under a deputy superintendent, and improve the delivery of administrative, instructional, and operations, support services.	\$0	(\$535,096)	(\$535,096)	(\$535,096)	(\$535,096)	(\$2,140,384)	\$0
10	Establish a formal, ongoing training and mentorship program for new and tenured principals, and assistant principals.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11	Identify and recruit community and business representatives to serve on Campus Improvement Councils (CICs) in elementary, middle, junior high, and high schools in accordance with the Texas Education Code.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12	Evaluate LCISD’s staffing guidelines for inclusion of other relevant factors that may influence the assignment of school administrative staff to schools with unique student populations and circumstances.						\$0	
	<b>Totals-Chapter 1</b>	<b>(\$4,800)</b>	<b>(\$2,588,717)</b>	<b>(\$2,588,717)</b>	<b>(\$2,588,717)</b>	<b>(\$2,588,717)</b>	<b>(\$10,359,668)</b>	<b>\$0</b>
S	<b>Savings</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
C	<b>Costs</b>	<b>(\$4,800)</b>	<b>(\$2,588,717)</b>	<b>(\$2,588,717)</b>	<b>(\$2,588,717)</b>	<b>(\$2,588,717)</b>	<b>(\$10,359,668)</b>	<b>\$0</b>



	RECOMMENDATION	2017-2018	2018-2019	2019-2020	2010-2021	2021-2022	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
<b>CHAPTER 2: EDUCATIONAL SERVICE DELIVERY</b>								
1	Formally develop, implement, and document policies, processes, and procedures in the educational service delivery area.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Continue to update and refine the curriculum.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3	Develop a long-term curriculum management plan.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	Increase the ethnic and language diversity of the G/T program by including assessments that are effective in the identification of gifted students from underrepresented populations.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	Develop and implement, with consistency and fidelity, a multi-tiered RtI system of supports with clear operating procedures for campus Problem Solving Teams, and provide adequate staffing and resources, guidance and technical assistance tools, a monitoring component, and assessment of the effectiveness of strategies.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6	Develop an operational plan for Student Support Services with overarching goals, specified resources, and timelines aligned to the district's goals and initiatives.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	Transition from a formula-based counselor allocation system to a needs-based approach to lower counselor-to-student ratios for high-need schools.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	Restructure the first year teacher support program with longer-term and more focused professional development for new teachers.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9	Integrate the TA-TEKS into the curriculum of all grade levels and content areas, train teachers in the integration of TA-TEKS in their respective classes, and monitor implementation.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10	Evaluate alternatives for restructuring the deployment of CITS, and select the alternative that best meets teacher needs in the most economically efficient manner, taking into consideration the rate of district growth.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11	Identify and implement behavior management strategies that have been proven effective in reducing the need for disciplinary actions for all students and in reducing racial disparities in discipline.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12	Conduct a comprehensive assessment of the district's library resources and services to determine the adequate level of funding, staff, and collection size, and age required to meet the district's needs.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13	Develop a staffing model for Title I schools.	(\$10,000)	\$0	\$0	\$0	\$0	(\$10,000)	(\$10,000)
14.1	Coordinate with the Business Office to implement monthly financial statements.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14.2	Implement quality control processes to comply with No Pass, No Play.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14.3	Maintain a five-year facility plan to address issues on a timely basis.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals-Chapter 2</b>		<b>(\$10,000)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$10,000)</b>	<b>(\$10,000)</b>
S	<b>Savings</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
C	<b>Costs</b>	<b>(\$10,000)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$10,000)</b>	<b>(\$10,000)</b>

	RECOMMENDATION	2017-2018	2018-2019	2019-2020	2010-2021	2021-2022	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
<b>CHAPTER 3: SPECIAL EDUCATION</b>								
1	Develop and implement, with consistency and fidelity, a multi-tiered RtI system of supports with clear operating procedures for campus Problem Solving Teams, and provide adequate staffing and resources, guidance and technical assistance tools, a monitoring component, and assessment of the effectiveness of strategies.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Implement procedures that address effectively academic and behavior issues of African American and Hispanic students to avoid over identification of these student groups for referral to special education.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3	Develop an inclusion blueprint that incorporates best practices, defines expectations, provides planning and implementation guidelines, and specifies resources to enhance consistency and effectiveness.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	Establish guidelines capping the number of special education students in regular education inclusion classes based on the type of class or course, type and intensity of student needs, and regular education teacher experience.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	Establish special education professional development requirements for regular education teachers who have students with disabilities in their classes.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6	Increase the focus of the special education staff development program on content, instructional strategies, and interventions.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	Monitor the performance of special education students on an ongoing basis to identify potential for academic failure during a grading period and use interventions and instructional strategies to address it, thereby eliminating "failure ARDs."	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	Identify and implement behavior management strategies that have been proven effective in reducing the need for disciplinary actions for all students and for special education students.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9	Develop a special education teacher support program for first-year teachers with a longer-term and coherent professional development program focused on special education instructional settings.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals-Chapter 3</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
S	<b>Savings</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
C	<b>Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

	RECOMMENDATION	2017-2018	2018-2019	2019-2020	2010-2021	2021-2022	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
<b>CHAPTER 4: COMMUNITY RELATIONS</b>								
1	Assess the existing functions and priorities of the Community Relations Department and adopt a more centralized approach to executing communications and community/stakeholder involvement programming and implement key best practices not currently performed by the district.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Refine DIP goal and performance objectives related to Community Relations Department functions to increase focus on centralized (districtwide) infrastructure for parent/community involvement programming.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3	Require all school district volunteers to complete a formal application and undergo a criminal background check each school year.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals-Chapter 4</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
S	<b>Savings</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
C	<b>Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

	RECOMMENDATION	2017-2018	2018-2019	2019-2020	2010-2021	2021-2022	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
<b>CHAPTER 5: HUMAN RESOURCES</b>								
1	Develop a plan to stabilize auxiliary staff retention.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Ensure that the district's overtime policies are consistently followed and develop a detailed report for each manager to monitor overtime and compensatory time.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3	Establish a policy that requires all time corrections, including manual entry of arrival time or departure time, to be flagged and approved by the department manager, and generate reports each pay period to monitor instances where employee time was manually adjusted.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals-Chapter 5</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
S	<b>Savings</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
C	<b>Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

	RECOMMENDATION	2017-2018	2018-2019	2019-2020	2010-2021	2021-2022	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
<b>CHAPTER 6: FACILITIES CONSTRUCTION, USE, AND MANAGEMENT</b>								
1	Add a director of facilities planning and assign the position to report to the newly created executive director of Operations within the Operations Department.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Update all of the planning components necessary to complete a fully-integrated Facilities Master Plan.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3	Optimize school facility utilization in all secondary tracks to better balance enrollment.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	Conduct service level and cost-benefit analysis for outsourcing key Maintenance & Operations management positions and other maintenance-related services at least every two years to identify the most operationally effective arrangements for the district.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	Develop and maintain a formal deferred maintenance plan.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6	Train staff to use the full reporting and analytical capabilities of the SchoolDude work order software in order to determine department productivity levels and make improvements where necessary and generate and provide monthly management reports that better summarize activity and production levels.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	Conduct a training needs assessment and develop an annual training plan to improve the overall technical skills and efficiency of Maintenance & Operations staff.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	Update staffing allocation formulas annually for maintenance, custodial, and lawn works to ensure they maximize staff productivity.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals-Chapter 6</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
S	<b>Savings</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
C	<b>Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

	RECOMMENDATION	2017-2018	2018-2019	2019-2020	2010-2021	2021-2022	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
<b>CHAPTER 7: FINANCIAL MANAGEMENT</b>								
1	Link the annual budget to long-term strategic planning initiatives.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Produce an award winning budget document for Fiscal Year 2019 and beyond thereby demonstrating a commitment to financial accountability, transparency, and stewardship, and apply for the GFOA and/or ASBO budget awards. If the awards are granted, publish them on the district's website.	\$0	(\$1,660)	(\$1,660)	(\$1,660)	(\$1,660)	(\$6,640)	\$0
3	Use the TASBO policies and procedures template as a starting point to develop a formal, comprehensive policies and procedures manual that describes how critical financial and accounting related tasks are to be performed, and implement a process to keep the manual updated.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	Reengineer accounts payable processes and procedures to leverage the functionality and capabilities of the automated accounts payable system, and work with the ERP vendor to implement any necessary updates to maximize the system's benefits, and adopt accounts payable best practices.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	Consider adopting a centralized model of accounting for student activity funds, and/or hire an internal auditor to audit student activity funds on a continuous basis as well as perform internal audits of other areas of the district.	(\$70,800)	(\$70,800)	(\$70,800)	(\$70,800)	(\$70,800)	(\$354,000)	\$0
6	Upgrade to a modern financial accounting system for student activity funds, or implement the student activity fund module of the Munis system.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	Develop a strategy to increase payroll direct deposit participation to 100 percent, and make direct deposit mandatory for new employees.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	Adopt remote check capture technology to streamline check processing and deposits.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9	Complete the integration of the eSchool and Kronos systems to eliminate manual data entry, retrain school secretaries on the importance of verifying leave balances and submitting employee timesheets on time, and hold secretaries accountable by tracking and reporting chronic late timesheet submission to the school principal and the CFO.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10	Intensify efforts to collect outstanding facility receivables, and enforce the district's policy to require users of school facilities for nonschool events to pay upfront before the facilities are used.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11	Develop a comprehensive fixed assets management system to guide the identification, recording, inventorying, tracking, and disposal of fixed assets, and fully implement the fixed assets module of the financial system with the software vendor providing technical assistance as necessary.	\$0	\$0	\$0	\$0	\$0	\$0	\$104,329
12	Develop a comprehensive worker's compensation safety awareness and training program that uses claims data to target training initiatives to specific groups of employee, injuries, and body parts, and execute an updated agreement with the TPA.	\$41,000	\$82,000	\$82,000	\$82,000	\$82,000	\$369,000	\$0
13	Implement the contracts management workflow solution begun in January 2017, and develop a comprehensive process that incorporates all the elements of contract management best practices.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14	Assign commodity codes to goods and services, and redistribute purchase order approval responsibilities based on commodity code groupings.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15	Use the barcoding feature of the TIPWEB system to enter new adoptions in the system, and develop standard procedures and train textbook coordinators to conduct the annual textbook inventory.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals-Chapter 7</b>		<b>(\$29,800)</b>	<b>\$9,540</b>	<b>\$9,540</b>	<b>\$9,540</b>	<b>\$9,540</b>	<b>\$8,360</b>	<b>\$104,329</b>
S	<b>Savings</b>	<b>\$41,000</b>	<b>\$82,000</b>	<b>\$82,000</b>	<b>\$82,000</b>	<b>\$82,000</b>	<b>\$369,000</b>	<b>\$104,329</b>
C	<b>Costs</b>	<b>(\$70,800)</b>	<b>(\$72,460)</b>	<b>(\$72,460)</b>	<b>(\$72,460)</b>	<b>(\$72,460)</b>	<b>(\$360,640)</b>	<b>\$0</b>

	RECOMMENDATION	2017-2018	2018-2019	2019-2020	2010-2021	2021-2022	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
<b>CHAPTER 8: FOOD SERVICES</b>								
1.1	Develop and staff a new organization structure to increase the level of oversight and support for district campus food service operations and to better meet the needs of the district's future growth.	\$0	(\$82,705)	(\$82,705)	(\$82,705)	(\$82,705)	(\$330,820)	\$0
1.2	Restructure campus on-site field operations through the elimination the assistant director of Food Service position, elevation of the district coordinator position, creation of three field supervisor positions, and creation of a continuous improvement team (3 positions).	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.3	Create an accounting coordinator position and eliminate the free and reduced program clerk and the accounts payable clerk positions.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.4	Create a technology coordinator position.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.5	Phase out the centralized warehouse operation, and eliminate the three warehouse positions.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Document and implement standard operating policies and procedures for district cafeterias.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3	Increase student breakfast and lunch participation at LCISD schools.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	Increase cafeteria labor productivity districtwide.	\$0	\$216,000	\$216,000	\$216,000	\$216,000	\$864,000	\$0
5	Establish centralized training and testing kitchens at select schools.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6	Develop and implement performance standards and expectations for campus food service operations.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	Increase lunch and a la carte menu prices.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	Establish and enforce a policy to reduce the non-payment of meal charges.	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000	\$0
9	Expand programs to increase student participation and corresponding department revenue.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals-Chapter 8</b>		<b>\$25,000</b>	<b>\$158,295</b>	<b>\$158,295</b>	<b>\$158,295</b>	<b>\$158,295</b>	<b>\$658,180</b>	<b>\$0</b>
S	<b>Savings</b>	<b>\$25,000</b>	<b>\$241,000</b>	<b>\$241,000</b>	<b>\$241,000</b>	<b>\$241,000</b>	<b>\$989,000</b>	<b>\$0</b>
C	<b>Costs</b>	<b>\$0</b>	<b>(\$82,705)</b>	<b>(\$82,705)</b>	<b>(\$82,705)</b>	<b>(\$82,705)</b>	<b>(\$330,820)</b>	<b>\$0</b>

	RECOMMENDATION	2017-2018	2018-2019	2019-2020	2010-2021	2021-2022	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
<b>CHAPTER 9: TRANSPORTATION</b>								
1	Develop a comprehensive management or strategic plan for the department to ensure that the department's goals and objectives are in alignment with overall district educational goals and priorities.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Develop a comprehensive departmental procedures manual that combines all processes and procedures from each of the functional areas.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1	Dedicate six of the current route planning staff solely to the function of route planning and management.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.2	Acquire technology to support the communication needs of the district.	(\$24,776)	(\$24,776)	(\$24,776)	(\$24,776)	(\$24,776)	(\$123,880)	\$0
4	Perform a comprehensive bell time analysis to understand the potential cost and service impacts of a three (3) tier system.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	Accelerate implementation of the Fleetvision fleet management software.	(\$10,000)	\$0	\$0	\$0	\$0	(\$10,000)	(\$10,000)
6	Hire two additional FTE fleet maintenance mechanics.	(\$87,818)	(\$87,818)	(\$87,818)	(\$87,818)	(\$87,818)	(\$439,090)	\$0
7	Prioritize the recruitment and hiring of at least one mechanic who is also experienced in parts management to support the Fulshear facility.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	Develop a defined fleet replacement plan supported by an approved BOE Policy.	(\$2,000,000)	(\$2,000,000)	(\$2,000,000)	(\$2,000,000)	(\$2,000,000)	(\$10,000,000)	\$0
9	Review the need for additional work space for mechanics as part of the facility planning processes.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10	Reevaluate the preventative maintenance program.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals-Chapter 9</b>		<b>(\$2,122,594)</b>	<b>(\$2,112,594)</b>	<b>(\$2,112,594)</b>	<b>(\$2,112,594)</b>	<b>(\$2,112,594)</b>	<b>(\$10,572,970)</b>	<b>(\$10,000)</b>
S	<b>Savings</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
C	<b>Costs</b>	<b>(\$2,122,594)</b>	<b>(\$2,112,594)</b>	<b>(\$2,112,594)</b>	<b>(\$2,112,594)</b>	<b>(\$2,112,594)</b>	<b>(\$10,572,970)</b>	<b>(\$10,000)</b>

	RECOMMENDATION	2017-2018	2018-2019	2019-2020	2010-2021	2021-2022	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
<b>CHAPTER 10: TECHNOLOGY MANAGEMENT</b>								
1.1	Adopt a staffing formula to be included in the methodology to assess and determine the appropriate number of PC technicians required to provide adequate support to the schools.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.2	Develop a staffing plan to address any staffing shortfalls as a result of the assessments using the enhanced staffing methodology.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.3	Revise key performance indicators with targets to measure the effectiveness of the technology support provided to the schools.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Establish a business system analyst role to provide functional knowledge and training for all Munis business system modules.	(\$86,140)	(\$86,140)	(\$86,140)	(\$86,140)	(\$86,140)	(\$430,700)	\$0
3	Reestablish the district-wide technology committee to review and approve technology initiatives.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	Develop LCISD standards and style guides for designing and maintaining the district and campus websites.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	Conduct regular meetings and training sessions with department and campus content managers.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6	Establish a disaster recovery team, and develop a disaster recovery/business continuity plan.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	Develop and install a redundant network infrastructure to use in the event a disaster renders the district's data center inoperable.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals-Chapter 10</b>		<b>(\$86,140)</b>	<b>(\$86,140)</b>	<b>(\$86,140)</b>	<b>(\$86,140)</b>	<b>(\$86,140)</b>	<b>(\$430,700)</b>	<b>\$0</b>
S	<b>Savings</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
C	<b>Costs</b>	<b>(\$86,140)</b>	<b>(\$86,140)</b>	<b>(\$86,140)</b>	<b>(\$86,140)</b>	<b>(\$86,140)</b>	<b>(\$430,700)</b>	<b>\$0</b>

	RECOMMENDATION	2017-2018	2018-2019	2019-2020	2010-2021	2021-2022	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
<b>CHAPTER 11: SAFETY AND SECURITY</b>								
1	Reorganize the safety and security function.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Develop annual safety and security training plans and monitor compliance with the	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3	Maintain a Safety Committee to address district-wide needs and recommendations.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	Require management to enforce safety and security policies to ensure that plans, drills,	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	Develop, obtain approval, and distribute policies and procedures to applicable employees.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6	Determine the level of safety and security reporting needed to assess the district's	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals-Chapter 11</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
S	<b>Savings</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
C	<b>Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

Exhibit ES-16  
LCISD Combined Net Savings/(Costs) Summary

RECOMMENDATION	2017-2018	2018-2019	2019-2020	2010-2021	2021-2022	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
<b>COST SUMMARY</b>							
<i>Gross Savings</i>	\$66,000	\$323,000	\$323,000	\$323,000	\$323,000	\$1,358,000	\$104,329
<i>Gross Costs</i>	(\$2,294,334)	(\$4,942,616)	(\$4,942,616)	(\$4,942,616)	(\$4,942,616)	(\$22,064,798)	(\$20,000)
<i>Net Savings/(Costs)</i>	(\$2,228,334)	(\$4,619,616)	(\$4,619,616)	(\$4,619,616)	(\$4,619,616)	(\$20,706,798)	\$84,329