



### **2014-15 Plan Implementation**

In the Annual Update, the plan addresses what the district did concerning last year's actions and clearly states the district's next steps for a given action. The district provides evidence of success and thoughtful reflection of the 2014-15 implementation.

### **Student Achievement**

Once baseline scores have been identified, consider setting differentiated improvement targets on the California Assessment of Student Performance and Progress (CAASPP) results for those significant subgroups who have consistently struggled based on San Jacinto's historic Standardized Testing and Reporting (STAR) data. Closing the achievement gap and ensuring all students are prepared for college and career is a priority under the Local Control Funding Formula (LCFF).

In addition, the plan would be strengthened by **differentiating actions and outcomes for significant subgroups** who are underperforming or overrepresented in suspension and expulsion data. Most of the subgroup actions were for all subgroups. Consider strengthening actions by subgroup based on data and priorities. For example,

- San Jacinto identifies the following two outcomes under Goal 1 focused on college and career readiness:
  - *Increase cohort graduation rate by 2%.*
  - *A-G completion will increase by 3% over the previous years in each subgroup of 100 or more and 3% in total over previous year.*

Based on the data for San Jacinto, all students are performing below the state average for completion of A-G coursework, with White students performing best. Several subgroups are performing significantly below the state average. An accelerated target for Native Americans, English Learners, and Students with Disabilities, along with specific actions to address the needs of these students, would allow progress toward closing the achievement gap.

In the cohort graduation rate, a similar gap exists between White students (who exceed the state average) and the African Americans, English Learners, and Students with Disabilities. A higher target for these students, along with specific actions to address the needs of these students, would allow progress toward closing the achievement gap.

- A decline was noted for Native American students (43 in high school, 268 district wide) in the following areas: 14 percent lower UC/CSU enrollment compared to district average; decline in AP (Advanced Placement) enrollment, A-G completion, and highest dropout rate in comparison to other subgroups. The dropout rate for Native Americans is higher than English Learners and Students with Disabilities. Although this is a small population, it is important to address through potential support services and parental involvement activities.
- While the African American population is addressed in the LCAP, they have a 77.1 percent graduation rate in comparison to district rate of 80.8 percent and compared to the White population at 87.7 percent. They also have the highest suspension rate in comparison to other subgroups at 12.41 percent. Only 11.4 percent are Early Assessment Program (EAP) ready in ELA and not one African American student is EAP Math ready. In fact, it is apparent that several subgroups were unable to meet the college ready standards in mathematics. We recommend the district identify specific actions to address these gaps in achievement.
- The plan includes an outcome of reducing suspension rate for Students with Disabilities; a metric for the cohort graduation rate might be considered for these students, since their current cohort graduation rate is the lowest among all subgroups, (65.8 percent).

Metric	State Average	White	African American	Native American	Hispanic	English Learner	Low Income	Students w/ Disabilities
% of San Jacinto USD		15.0	9.1	2.8	68.2	23.4	77.4	12.6
% UC A-G Completion	41.9	32.4	28.2	9.1	28.9	6.5	28.3	3.8
% EAP – ELA/Math	24.8 / 10.5	15.6 / 0.0	11.4 / 0.0	0.0 / 0.0	10.5 / 2.6	1.7 / 0.0	9.6 / 1.4	
% CAHSEE – ELA/Math	83 / 85	80 / 78	70 / 72	58 / 65	74 / 78	34 / 44	74 / 78	25 / 35
% Dropout Rate	11.6	4.40	2.1	16.7	5.10	10.40	5.40	10.50
% Graduation Rate	80.8	87.7	77.1	83.3	86.5	79.2	84.2	65.8
% Suspension	4.36	7.43	12.41	6.98	6.58	5.30	7.59	12.04
*Please note that while the CAHSEE is currently suspended, the data illustrate the persistent achievement gap.								

Although the 2014-15 Title III accountability data was published after the LCAP was developed and approved by your local school board, we reviewed AMAO data according to the 2014-15 Title III Accountability Report as well as historic AMAO data. (See table below.) The data reveal a steady gap in the performance of students in AMAO 1 and AMAO 2b and minimal growth in those areas in which the target was met.

San Jacinto has a population that consists of 23.4 percent English Learners. Overall, the 2015-16 plan contains actions to improve achievement for English Learners; however, the evidence of the most recent data does not demonstrate the impact from previous actions that will ensure success for these students. Over the past three years, in two of the three measures, the district performs below the target. The district plan would be strengthened by including specific, research-based actions targeted to accelerate growth for students as reflected by these data. In addition, particularly for English Learners, the district should identify formative measures of progress and intervene immediately if actions are not producing expected results. Finally, the district should review historic data to determine which strategies were implemented fully and produced the desired results so that these may be replicated to ensure success for all English Learners.

Title III Annual Measurable Achievement Objectives (AMAO) Trends									
	AMAO 1			AMAO 2a (Less Than 5 Years Cohort)			AMAO 2b (5 Years or More Cohort)		
	SJUSD	Target	Met?	SJUSD	Target	Met?	SJUSD	Target	Met?
2014-2015	57.1%	60.5%	No	25.9%	24.2%	Yes	45.4%	50.9%	No
2013-2014	56.4%	59.0%	No	23.9%	22.8%	Yes	45.4%	49.0%	No
2012-2013	54.9%	57.5%	No	24.2%	21.4%	Yes	43.6%	47.0%	No

**Monitoring Progress**

In order to be responsive to those actions that are working or not working, consider developing a process to frequently assess the progress of each planned action and adjust as needed to ensure all goals are met. Identifying leading indicators for progress on goals that can be shared with stakeholders on a regular basis will increase the community commitment to the plan.

### **Additional Metrics to Consider**

The purpose of the LCAP is to ensure that all students graduate from high school with the skills to be successful in both college and career. This work cannot wait until high school, nor can it be successful without more specific focus by grade level and by subgroup.

A focus group was convened by the Riverside County Office of Education in 2014-15 to review research on K – 12 college readiness indicators and identify those that would align with the LCAP and have greatest impact. As a result of the focus group research, we recommend that LEAs consider additional college readiness indicators for various grades including but not limited to:

- Score of Level 3 or Level 4, “Standard Met” or “Standard Exceeded,” as indicated on the Smarter Balanced Summative Assessment in Reading and Mathematics at grades 3, 5, 8, and 11 by subgroup; (State Priority 4)
- Chronic absentee rates by grade level and subgroup at the following grades – Kindergarten, 1, 2; last grade of elementary (5 or 6); first grade of middle school (6 or 7); first grade of high school (9 or 10); (State Priority 5)
- Percent of students earning passing grades – C or better – in English and Mathematics at the exit grades from elementary (5 or 6) and middle school (8 or 9) by subgroup and gender; (State Priority 8)
- Suspension and expulsion rates by subgroup and gender for “disproportionality”; (State Priority 6)
- Percent of students failing two or more classes at grade 9 by subgroup and gender; (State Priority 8)

### **Describing Use of Supplemental and Concentration Grant Funds and Proportionality**

The purpose of the LCAP *Section 3* is to ensure that all unduplicated and underperforming students receive increased or improved services in proportion to the increased funding received to serve those identified students in order for them to graduate from high school with the skills to be successful in both college and career.

In *Section 3A*, the justification for using funds districtwide and/or schoolwide should include a description of why this use of funds is most effective and why it is more effective than using the funds to target the students by subgroup in order to meet the district goals. Having a high population of unduplicated students is not in and of itself a justification for districtwide and/or schoolwide use. In addition, when funding is allocated to schools for schoolwide use, a description of how the district will ensure that the schools are implementing actions and that those actions are effective in meeting the district’s goals in the eight state priority areas is necessary.

In *Section 3A*, the description noted above is for the dollars received for the 2015-16 school year and should reference the actions that are being implemented for the 2015-16 LCAP year in addition to those implemented in the previous year. San Jacinto’s description is accurate for the implementation of the current plan; however, several statements are expressed in past tense, as if they were last year’s actions. We recommend revising the statements to indicate the upcoming year’s focus and differentiate from those services that began in the 2014-15 school year.

In *Section 3B*, the district is asked to describe how services for the unduplicated students have increased or improved as compared to services provided to all students in proportion to the increase in funding

received to serve those students. This is a cumulative process of increasing or improving services until the district is fully funded.

Similar to *Section 3A*, the narrative for *3B*, based on the verb tense of the statements, describes services from 2014-15 and services from 2015-16; however, it reads as if it is a review of the 2014-15 school year. We recommend in *Section 3B* that the district broadly describe the services identified in the previous year(s) LCAP, and then describe those services being added and expanded in the current LCAP year, which is 2015-16. This demonstrates that the district is maintaining and building its support for unduplicated students proportionally each year and increases the transparency of the plan for the stakeholders. This will be important as, by 2020-21, this section will need to demonstrate that the district has increased or improved services to reflect 100 percent of its supplemental and concentration funds at full implementation.

### **Adopted Budget**

In accordance with California Education Code (EC) Section 42127, our office has completed its review of the district's 2015-16 Adopted Budget to determine whether it complies with the criteria and standards adopted by the State Board of Education (SBE) and whether it allows the district to meet its financial obligations for the 2015-16 fiscal year, as well as satisfy its multi-year financial commitments.

The district's adopted budget has been analyzed in the context of guidance provided by our office, based on the Governor's 2015-16 May Budget Revision. Based on our analysis of the information submitted, we approve the district's budget.

The following pages provide details on the district's 2015-16 Adopted Budget. In addition to this analysis, current law as enacted through AB 2756 (Chapter 52, Statutes of 2004) also requires the County Superintendent to review and consider any studies, reports, evaluations, or audits that may contain evidence a district is showing fiscal distress. Our office did not receive any such reports for the district.

*LCFF Gap Funding* – For purposes of determining the potential gap funding increase, the district has estimated 53.08 percent for the 2015-16 fiscal year, 12.62 percent for 2016-17 and 18.24 percent for 2017-18. The district is utilizing lower projected LCFF gap percentages as their contingency plan should gap funding increases not materialize.

*Unduplicated Pupil Percentage* – The district reports an unduplicated pupil percentage of 82.45 percent for 2015-16, 81.84 percent for 2016-17 and 81.25 percent for 2017-18. The district's unduplicated pupil percentage included in the 2014-15 P2 certification by the California Department of Education is 82.76 percent.

*Employee Negotiations* – The district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2015-16 fiscal year. The San Jacinto Teachers Association (SJTA) agreement provided all association members, excluding Early Childhood Education Program (CEP) employees, with a 0.75 percent increase (in addition to the previously agreed upon 3.0 percent), for a total of 3.75 percent, to be applied to the certificated salary schedules, effective July 1, 2015. The agreement also provided certificated association members, excluding CEP employees, with an additional \$1,000 to be applied to the health and welfare benefit cap, from \$9,500 to \$10,500 annually. SJTA members who are not covered on district medical plans or who waive medical benefits will be eligible for \$1,000 cash in lieu payment annually, prorated for less than full time employees.

The Classified School Employees Association (CSEA) agreement provided for an 8.0 percent increase to the district's current classified paid California Public Employee Retirement System (CalPERS) salary schedules effective July 1, 2015, at which time all CalPERS eligible classified employees will begin

paying their respective employee share of PERS contributions. The CSEA agreement also provided for a \$3,350 health and welfare benefit cap increase (from \$8,650 to \$12,000), beginning July 1, 2015. Classified bargaining unit members that work less than 6 hours per day or who waive medical benefits will receive a cash payment in lieu of benefits at a rate of \$100 per year, multiplied by average hours worked per day, rounded to the nearest whole hour. The district and CSEA agreed to reopen negotiations on compensation if the statewide gap funding rate included in the 2015-16 California Department of Education First Principal Apportionment School District Local Control Funding Formula (LCFF) Transition Calculation Exhibit increases or decreases by 10 percent from the proposed 32.19 percent.

The district's adopted budget was developed prior to adoption of the 2015-16 Adopted State Budget. Actual state budget data should be reviewed and incorporated into the district operating budget and multi-year projections during the First Interim Reporting process.

During our review of the district's Local Control and Accountability Plan, we noted the following:

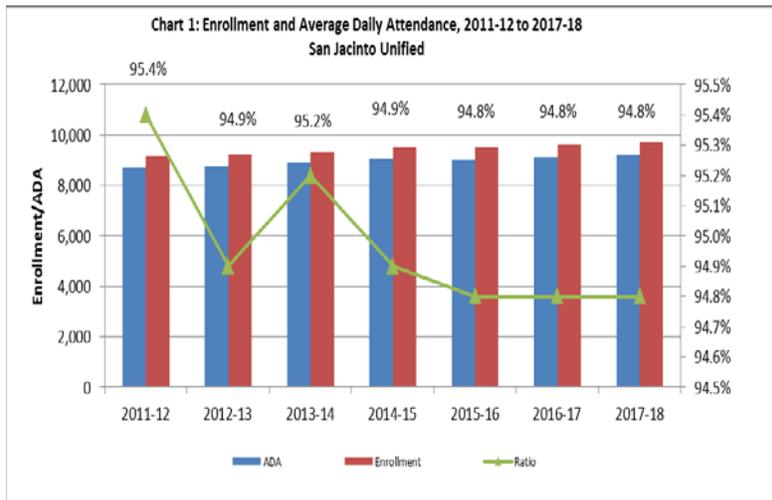
- Supplemental and Concentration (S&C) grant funding is included in the Local Control Funding Formula to increase and/or improve services to targeted student populations. It may be difficult for the district to meet the Minimum Proportionality Percentage at full implementation if S&C grant dollars have not been expended in each fiscal year to serve the targeted students who generated the funding.

Our office commends the district for its efforts thus far to preserve its fiscal solvency and maintain a quality education program for its students. If we can be of further assistance, please do not hesitate to contact our office.

## 2015-16 Adopted Budget Report

### San Jacinto Unified School District

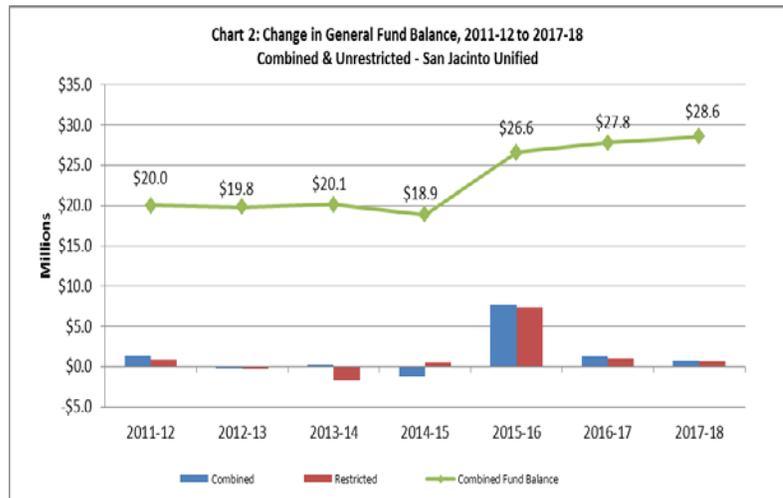
#### Enrollment and Average Daily Attendance (ADA)



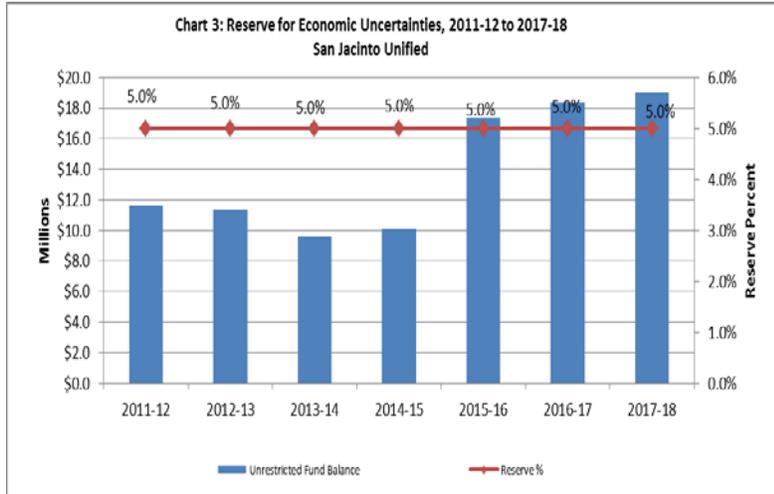
The district's projected ADA to enrollment ratio (capture rate) for 2015-16 is 94.8 percent, which is within the historical average ratio for the three prior fiscal years. The district estimates 9,031 ADA for the current fiscal year, or no change from the 2014-15 P-2 ADA. For 2016-17 and 2017-18, the district projects a 1.0 percent increase in each year. These projections appear reasonable based on the district's recent enrollment and ADA trends, as summarized in Chart 1.

#### Fund Balance

The district's Adopted Budget indicates a positive ending balance for all funds in the 2015-16 fiscal year. Chart 2 shows the district's deficit spending historical trends and projections.



### Reserve for Economic Uncertainties

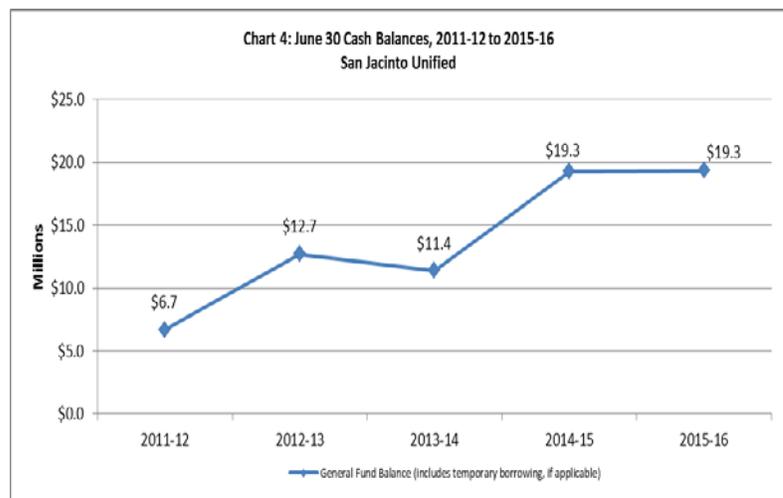


The minimum state-required reserve for a district of San Jacinto Unified’s size is 3.0 percent; however the governing board requires the district maintain a 5.0 percent reserve for economic uncertainties. In light of the current fiscal environment, our office recommends districts maintain reserves higher than the minimum, and commends the district’s board for this fiscally prudent practice. Chart 3 displays a summary of the district’s actual and projected unrestricted General Fund balance and reserves. The district projects to meet the minimum reserve

requirement, and the board required 5.0 percent reserve, in the current and two subsequent fiscal years.

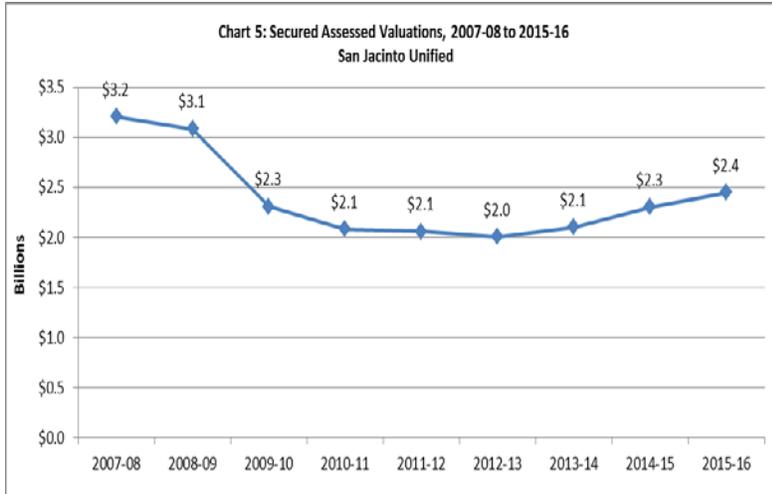
### Cash Management

Chart 4 provides a historical summary of the district’s June 30<sup>th</sup> General Fund cash balance. Based on the budget’s cash flow analysis, the district projects a positive General Fund cash balance of \$19.3 million as of June 30, 2016. This balance does not include any temporary borrowings, and the district’s internal cash resources appear sufficient to address cash flow needs in the current year. Our office recommends the district continue to closely monitor cash in all funds to ensure sufficient resources are available. In addition, our office strongly advises districts to consult with legal counsel and independent auditors prior to using *Cafeteria Special Revenue Fund (Fund 13)* and *Building Fund (Fund 21)* for temporary interfund borrowing purposes to remedy cash shortfalls.



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## Assessed Valuations



The Riverside County Assessor's Office has estimated secured assessed valuations will increase by 5.78 percent countywide in 2015-16. Chart 5 displays a historical summary of the district's secured property tax assessed valuations.