



**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 Jurupa’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).

While Jurupa does a good job of identifying specific targets and adding a 1 percent additional goal for subgroups, 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, in the table below, the African American population is significantly lower than the White and Hispanic subgroup in A-G completion; all subgroups underperform compared to the state average. The White subgroup performs close to the state average in the Early Assessment Program (EAP), while all other subgroups perform significantly lower.

Metric	State Average	White	African American	Hispanic	English Learner	Low Income	Students w/ Disabilities
% of Jurupa USD		10.0	2.0	85.4	37.6	77.4	9.8
% UC A-G Completion	41.9	26.8	19.4	26.9	7.9	28.0	2.6
% EAP – ELA/Math	24.8 / 10.5	22.3 / 8.2	8.3 / 0.0	9.2 / 5.9	0.0 / 0.0	9.3 / 6.3	3.9 / 4.0
% CAHSEE – ELA/Math	83 / 85	80 / 83	62 / 72	73 / 77	40 / 52	71 / 75	43 / 41
*Please note that while the CAHSEE is currently suspended, the data illustrate the persistent achievement gap.							

We recommend the district consider the following:

- Develop expected measurable outcomes that will close the gap for significant subgroups (30 or more students) in the areas of:
  - Academic Proficiency
  - ELA and Math College Readiness (EAP)
  - A-G Course Completion
  - High School Graduation Rate
  - High School Dropout Rate
- Develop actions/services that address professional development for school and district administrators.
- Determine continuum of CTE actions/services for each LCAP year.

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.)

Jurupa has a population that consists of 37.6 percent English Learners. Jurupa has consistently improved performance for English Learners. Overall, the 2015-16 plan to improve achievement for English Learners is strong; however, the evidence of the most recent data does not demonstrate the impact from previous actions that will ensure ongoing success for these students. While this data was not available at the time of planning, in each measure, the district performs at or just slightly 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. District progress is about 1 percent per year while the target increases almost 2 percent per year.

Title III Annual Measurable Achievement Objectives (AMAO) Trends									
	AMAO 1			AMAO 2a (Less Than 5 Years Cohort)			AMAO 2b (5 Years or More Cohort)		
	JUSD	Target	Met?	JUSD	Target	Met?	JUSD	Target	Met?
2014-2015	60.2%	60.5%	No	24.0%	24.2%	No	55.3%	50.9%	Yes
2013-2014	59.5%	59%	Yes	23.2%	22.8%	Yes	54.8%	49%	Yes
2012-2013	58.5%	57.5%	Yes	22.6%	21.4%	Yes	53.4%	47%	Yes

**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 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 services until the district is fully funded.

Jurupa provided a comprehensive response in *Section 3B*. 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 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, but note the following concern:

- *Flat Enrollment* – The district’s projections indicate flat enrollment for the two subsequent fiscal years.

The following pages provide further 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, 37.40 percent for 2016-17 and 36.70 percent for 2017-18. The district has assigned funds each year in the unrestricted ending General Fund balance that will cover a portion of the projected gap funding increase should it not materialize.

*Unduplicated Pupil Percentage* – The district reports an unduplicated pupil percentage of 80.04 percent for 2015-16, 79.53 percent for 2016-17 and 79.34 percent for 2017-18. The district's unduplicated pupil percentage included in the 2014-15 P2 certification by the California Department of Education is 80.38 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 National Education Association (NEA) Teachers agreement increased the district's certificated salary schedule by 5.0 percent, effective July 1, 2015, with a subsequent MOU providing an additional 1.0 percent increase. In addition, all salary increases will be applied to column B, row 1 of the certificated salary schedule which will be maintained for the purpose of calculating stipends, and hourly compensation. The agreement also provided for a \$735 health and welfare benefit cap increase (from \$8,565 to \$9,300) beginning July 1, 2015.

NEA agreement language also included an additional longevity stipend of \$2,056 after sixteen (16) years of full time regular service, an increase to the ratio for Nurse Coordinator to 1.07, and established a ratio for Nurses of 1.03. Other non-compensation language included a modification to contract for hours of duty, class size, and a memorandum of understanding addressing combination classes.

The California School Employees Association (CSEA) agreement increased the district's existing classified salary schedule by 6.0 percent, plus an additional 7.0 percent in lieu of the employee Public Employees Retirement System contribution being paid by the district, effective July 1, 2015. The agreement also increased Step F on the classified salary schedule by approximately 2.5 percent. In addition, effective July 1, 2015, all members will be paid on a monthly basis.

Other compensation items included an increase to the health and welfare benefits cap of \$735 (from \$8,565 to \$9,300). The agreement further provided for a one-time distribution in the amount of \$1,100 during the 2015-16 fiscal year to offset rising medical costs, and shall be paid from Classified Health and Welfare Pool reserves. Additional language is included which increased the monthly uniform allowance by \$10 (from \$35 to \$45) and addresses absences and leaves.

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:

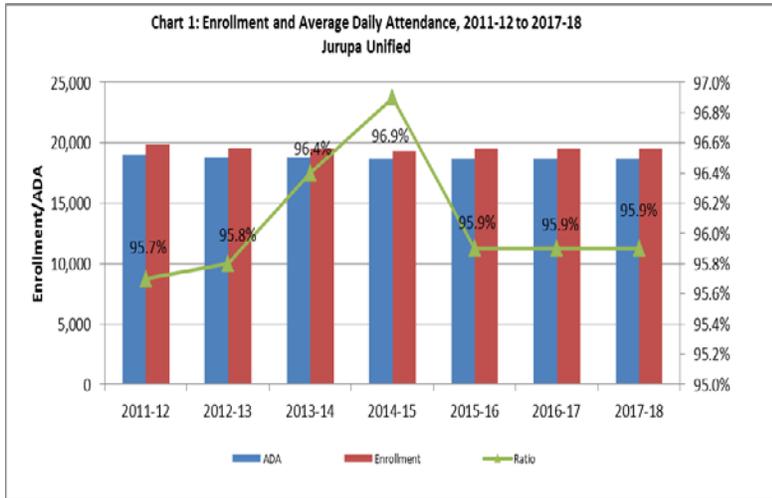
- Supplemental and Concentration (S&C) grant funding is included in the Local Control Funding Formula to increase and/or improve services to targeted student populations. It may be difficult for the district to meet the Minimum Proportionality Percentage at full implementation if S&C grant dollars have 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

### Jurupa Unified School District

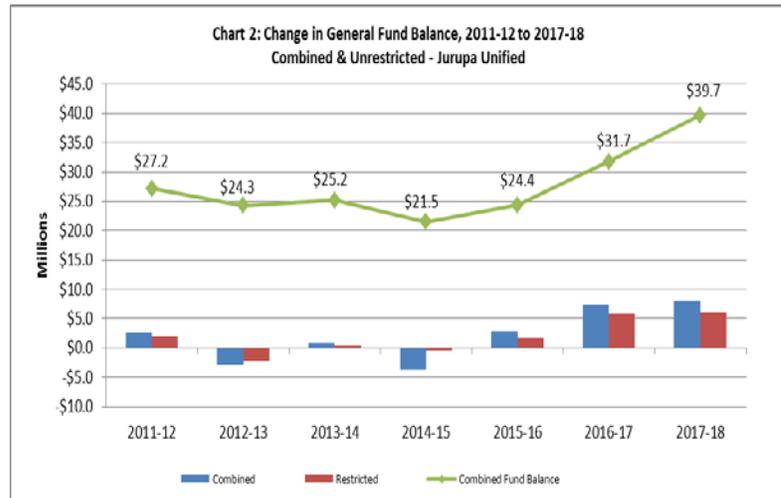
### Enrollment and Average Daily Attendance (ADA)



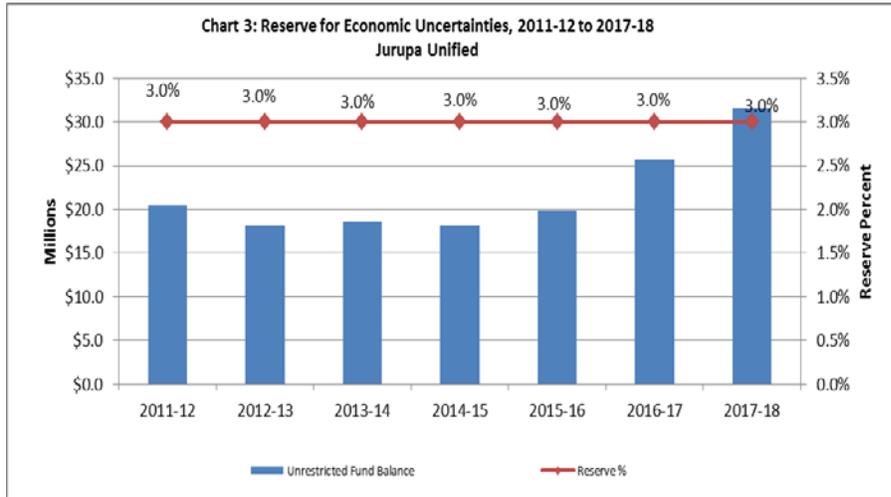
The district's projected ADA to enrollment ratio (capture rate) for 2015-16 is 95.9 percent, which is within the historical average ratio for the three prior fiscal years. The district estimates 18,678 ADA for the current fiscal year, or a 1.0 percent increase from the 2014-15 P-2 ADA. Since the district's ADA has declined in the last two of three fiscal years, and as attendance is the basis for a majority of unrestricted revenues, our office strongly recommends that the district closely monitors attendance changes and adjusts its multi-year financial projections accordingly.

### 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.



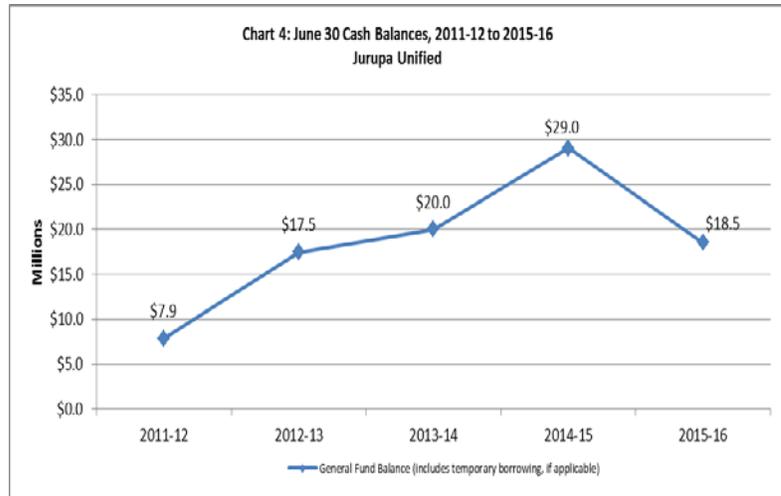
### Reserve for Economic Uncertainties



The minimum state-required reserve for a district of Jurupa Unified's size is 3.0 percent. 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 in the current and two subsequent fiscal years.

### Cash Management

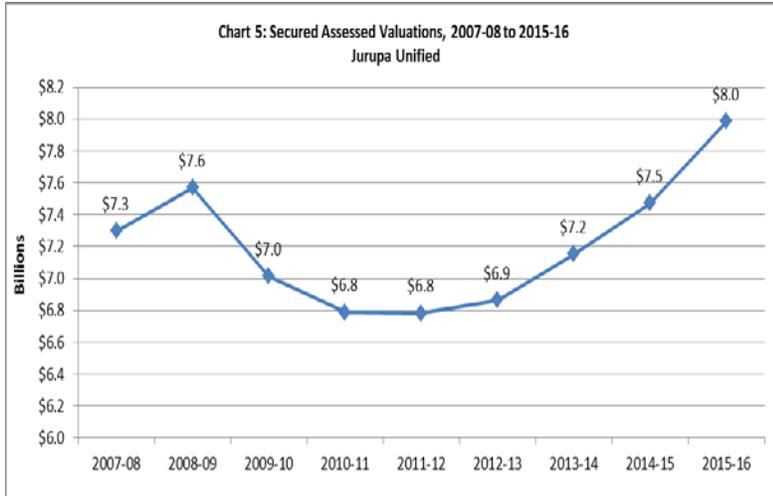
Chart 4 provides a historical summary of the district's June 30<sup>th</sup> General Fund cash balance. Based on the budget's cash flow analysis, the district projects a positive General Fund cash balance of \$18.5 million as of June 30, 2016. This balance does not include any temporary borrowings, and 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.