



Riverside County
Board of Education

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DATE: September 14, 2017

TO: Mrs. Sandra Lyon, District Superintendent
Mr. John Gerardi, Board President
Dr. Brian Murray, Assistant Superintendent of Business Services
Dr. Mike Swize, Assistant Superintendent of Educational Services
Palm Springs Unified School District

FROM: Judy D. White, Ed.D., Riverside County Superintendent of Schools

BY: Teresa Hyden  Chief Business Official
(951) 826-6790

Cynthia Glover Woods  Chief Academic Officer
(951) 826-6648

SUBJECT: 2017-18 ADOPTED BUDGET and LCAP – APPROVAL

The County Superintendent of Schools is required to review and approve the district's Local Control and Accountability Plan or the annual update to an existing Local Control and Accountability Plan prior to the approval of the district's Adopted Budget [Education Code Section 42127(d)(2)].

Adopted Local Control and Accountability Plan

In accordance with California Education Code (EC) Section 52070, our office has completed its review of the district's 2017-18 Local Control and Accountability Plan (LCAP) to determine whether it adheres to the guidelines adopted by the State Board of Education (SBE).

The district's adopted LCAP has been analyzed to determine whether:

- The plan adheres to the template adopted by the State Board of Education;
- The budget includes sufficient expenditures to implement the actions and strategies included in the plan, based on the projected costs included in the plan; and
- The plan adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated pupils.

The district's adopted LCAP has been analyzed in the context of the guidance provided by the California County Superintendents Educational Services Association (CCSESA) and the California Department of Education (CDE). Based on our analysis, the district's Local Control and Accountability Plan for the 2017-18 fiscal year has been approved by the Riverside County Superintendent of Schools. Our goal is to further enhance the performance of students by providing feedback and inquiry questions that will support your refinement of the 2017-18 Local Control and Accountability Plan to close the achievement gap in metrics that impact student preparedness for college and career.

Student Achievement

The purpose of the LCAP is to ensure that all students graduate from high school with the skills needed to be successful in both college and career. Riverside County Office of Education conducted a review of research on K-12 college readiness indicators to identify those that would align with the LCAP purpose and have greatest impact. As a result of this research, we recommend that local educational agencies closely monitor the metrics listed in the data table below for all student groups.

Palm Springs Unified School District								
Metric	Year	State Average	White	African American	Hispanic	English Learner (EL)*	Low Income (LI)	Students w/ Disabilities (SWD)
% of Enrollment	2017		12.1	5.0	77.3	33.3	85.1	9.7
% UC A-G Enrollment	2017		96.8	95.9	98.0	95.1	97.9	76.2
% UC A-G Completion	2016	45.4	44.5	32.6	33.3	3.0	34.3	2.2
EAP – % ELA College Ready	2016	26	25.2	8.4	15.1	0.0	15.1	1.9
EAP – % Math College Ready	2016	13	10.0	3.2	5.0	0.0	5.0	2.8
CAASPP – Grade 3 ELA % Met/Exceeded	2016	43	53	19	29	21	29	8
CAASPP – ELA % Met/Exceeded	2016	49	52.2	28.0	34.8	14.0	34.0	6.0
CAASPP – Math % Met/Exceeded	2016	37	37.0	13.5	21.0	11.0	20.8	5.4
CAASPP Distance from Level 3 – ELA	2016							
CAASPP Distance from Level 3 – Math	2016							
% Suspension	2016	N/A	6.9	14.4	5.2	4.7	6.5	13.0
% Chronic Absenteeism		N/A						
% EL Progress to English Proficiency	2016					26.5		
% Completing One or More CTE Pathways	2015		11.6	9.2	13.2	6.0	0.0	0.0
Graduation Rate	2016	83.2	89.6	84.3	88.5	79.5	87.9	66.7
CAASPP – California Assessment of Student Performance and Progress CTE – Career Technical Education EAP – Early Assessment Program ELA – English Language Arts UC – University of California								

*CAASPP Distance from Level 3 English Learner Student Group includes four-year Reclassified Fluent English Proficient (RFEP) students.

We offer the following commendations and inquiry questions to consider for the implementation of the 2017-18 Local Control and Accountability Plan and the refinement of the plan in the years 2018-19 and 2019-20.

Standards Met or Exceeded in ELA and Mathematics

The district is to be commended for having a focus on conceptual development of mathematics and aligning the resources that support this focus. The district is also to be commended for increasing the new teacher retention percentage by using reflective coaches and ongoing professional learning. Additional dialogue related to the questions below may support the achievement of the expected annual measurable outcomes and goals aligned to student achievement in ELA and mathematics:

- How might actions be implemented and differentiated for student groups to increase the percent of students that meet or exceed standards and close the achievement gap?
- How might the implementation and impact of professional development be monitored in addition to attendance and participation?
- How might you measure the effectiveness of each purchased program on closing the achievement gap?

Course Access and Student Enrollment in Rigorous Coursework and CTE Pathways

The district is to be commended for providing expanded support and one-on-one coaching for the CTE teachers and academy teams. In addition, support in Work Based Learning experiences and access to internships with various industry partners at each of the four high schools in the district was provided. Additional dialogue related to the questions below may support the achievement of the expected annual measurable outcomes and goals aligned to course access and student enrollment in rigorous coursework and CTE pathways:

- How will you measure the outcomes for the student's Work Based Learning training experience?
- How will you target the non-traditional (underrepresented gender groups) to increase the CTE pathway completion rates?
- How will additional targeted support for African American, Hispanic, and English Learner student groups close the achievement gap and impact college and career readiness metrics?

Pupil Engagement and School Climate

The district is to be commended for decreasing overall suspension rates and for their commitment to addressing the disproportionate suspension rates, particularly with African American students and Students with Disabilities. Also to be commended is the integration of technology to provide more students access to technology resources. Additional dialogue related to the question below may support the achievement of the expected annual measurable outcomes and goals aligned to pupil engagement and school climate:

- How might you determine the impact the African American Parent Advisory Council and the English Learner Advisory Committee has on student success and engagement?

Monitoring Progress

It is recommended that the district utilize a process that continually assesses the progress of each planned action and its effectiveness in achieving the expected annual measurable outcomes related to each goal specified in the Local Control and Accountability Plan (LCAP). Identifying leading indicators for progress on goals and developing a system to monitor those indicators throughout the year is encouraged. The information received from progress monitoring can support communication with stakeholders and provide information the district will need to clearly articulate, in the *Annual Update* section of the plan, the effectiveness of the planned actions/services.

To access resources and tools that will support future LCAP development, please go to <http://www.rcoe.us/educational-services/assessment-accountability-continuous-improvement/lcap-support/>.

Fiscal Recommendations

Supplemental and Concentration grant funding is included in the Local Control Funding Formula to increase and/or improve services to targeted student populations. Failure to provide evidence in the district's LCAP that adequately demonstrates how supplemental and concentration grant funding is being used to increase and/or improve services may result in an LCAP that cannot be approved, and may trigger technical assistance from the County Office of Education. The district should closely monitor this requirement.

During our review of the district's LCAP, we noted the following:

- Total General Fund Budget Expenditures for the LCAP year listed in the *LCAP Budget Summary* did not correspond to the district's Adopted Budget. We recommended that the total be updated to the General Fund Budget Expenditures listed within the district's Adopted Budget. The district implemented our recommendation.
- Certain estimated actual expenditures identified in the *Annual Update* did not have a corresponding dollar amount listed. We recommended that all estimated actual expenditures include a dollar amount, even if zero, and a source. The district implemented our recommendation.
- Certain goals, actions, and services listed within the district's LCAP did not contain a budget reference. We recommended that all goals, actions, and services contain all required items in accordance with the LCAP template. The district implemented our recommendation.
- A certain goal, action, and service listed within the district's LCAP contained a budget reference that did not correspond to the type of planned action/service listed as per the California School Accounting Manual (CSAM). We recommended that all goals, actions, and services be classified using the CSAM as required by Education Code sections 52061, 52067, and 47606.5. The district implemented our recommendation.

Adopted Budget

In accordance with California Education Code (EC) Section 42127, our office has completed its review of the district's 2017-18 Adopted Budget to determine whether it complies with the criteria and standards adopted by the (SBE) and whether it allows the district to meet its financial obligations for the 2017-18 fiscal year, as well as satisfy its multi-year financial commitments.

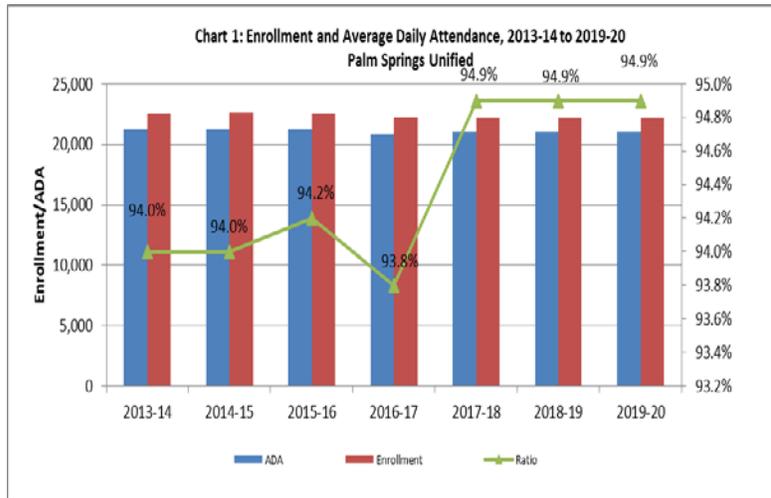
Based on our analysis of the information submitted, we approve the district's budget, but note the following concerns:

- *Operating Deficit* – Multi-year financial projections indicate a General Fund operating deficit for the current and first subsequent fiscal year.
- *Declining Enrollment* – The district's projections indicate declining enrollment for the current year and flat enrollment for the two subsequent years.

Assumptions and Other Considerations

The district's Adopted Budget was developed prior to adoption of the 2017-18 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.

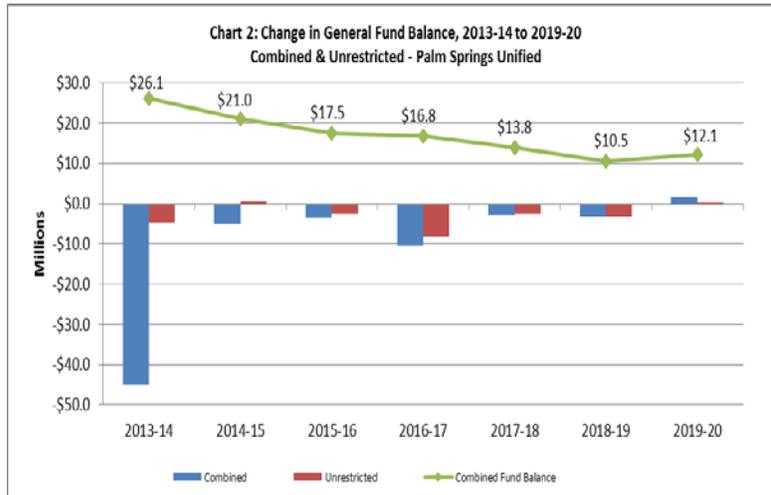
Enrollment and Average Daily Attendance (ADA) – The district’s projected ADA to enrollment ratio (capture rate) for 2017-18 is 94.91 percent, which is higher than the historical average ratio for the three prior fiscal years. The district estimates 21,046 ADA for the current fiscal year, or a 1.0 percent increase from the 2016-17 P-2 ADA. For 2018-19 and 2019-20, the district projects ADA to remain flat in each year.



Unduplicated Pupil Percentage – The district reports an unduplicated pupil percentage of 86.33 percent for 2017-18, and 86.40 percent for 2018-19 and 2019-20. The district’s unduplicated pupil percentage included in the 2016-17 P-2 certification by the California Department of Education was 87.22 percent.

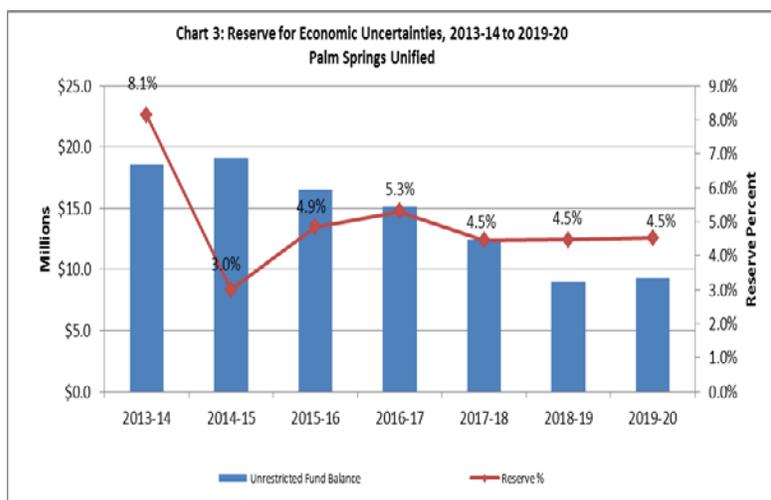
LCFF Gap Funding – For purposes of determining the potential gap funding increase, the district has estimated 43.97 percent for the 2017-18 fiscal year, 71.53 percent for 2018-19, and 73.51 percent for 2019-20. The district will evaluate and reduce expenditures as necessary should gap funding increases not materialize.

Fund Balance – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2017-18 fiscal year. However, for the General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$3.0 million in 2017-18 and \$3.3 million in 2018-19. Chart 2 shows the district’s deficit spending historical trends and projections.

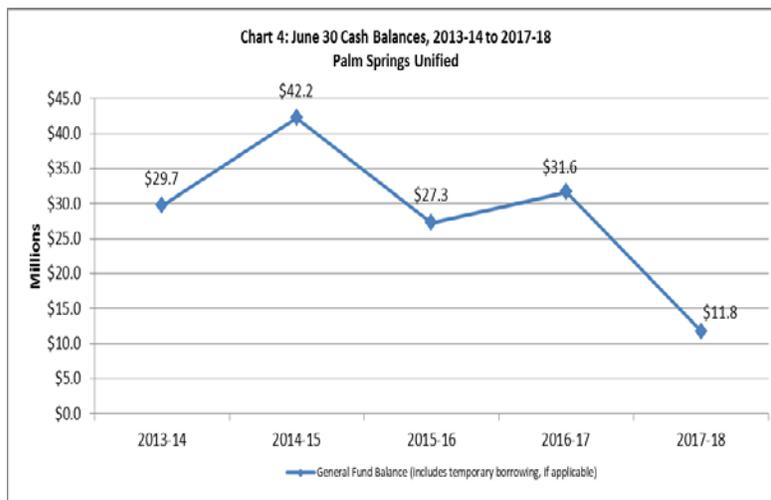


Employee Negotiations – As of the board date, June 27, 2017, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2017-18 fiscal year. Prior to entering into a written agreement, California Government Code (GC) Section 3547.5 requires a public school employer to publicly disclose the major provisions of a collective bargaining agreement, including but not limited to, the costs incurred in the current and subsequent fiscal years. The disclosure must include a written certification signed by the district superintendent and chief business official that the district can meet the costs incurred by the district during the term of the agreement. Therefore, please make available to the public and submit a disclosure to our office at least ten (10) working days prior to the date on which the governing board is to take action on a proposed agreement.

Reserve for Economic Uncertainties – The minimum state-required reserve for a district of Palm Springs 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.

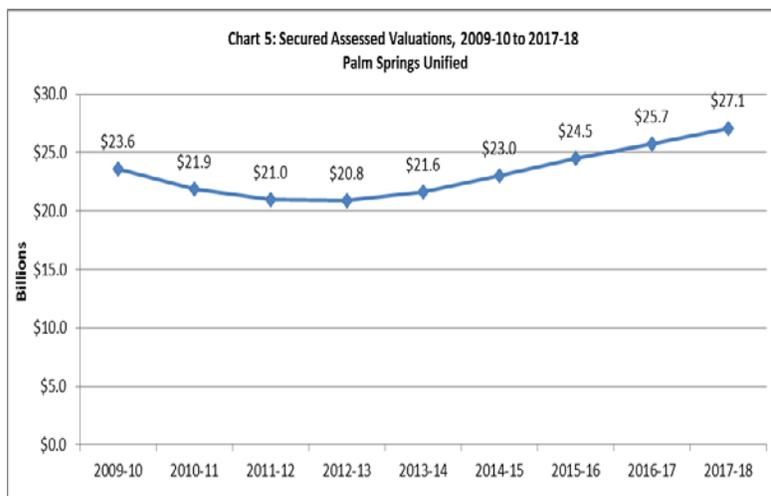


Cash Management – Chart 4 provides a historical summary of the district’s June 30th General Fund cash balance. Based on the budget’s cash flow analysis, the district projects a positive General Fund cash balance of \$11.8 million as of June 30, 2018. This balance does not include any temporary borrowings, 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.



AB 2756 – Current law, as enacted through AB 2756 (Chapter 52, Statutes of 2004), 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.

Assessed Valuations – The Riverside County Assessor’s Office has estimated secured assessed valuations will increase by 5.53 percent countywide in 2017-18. Chart 5 displays a historical summary of the district’s secured property tax assessed valuations.



Conclusion

As the State rapidly approaches full implementation of the LCFF, it is vital that districts exercise sound fiscal judgement and remain cognizant of the rapidly changing environment in which we currently operate. Districts should maintain cautious regard when planning future programs and preparing multi-year financial projections. Our office is committed to supporting districts in maintaining quality educational programs, while preserving fiscal solvency. If we can be of any further assistance, please do not hesitate to contact our office.