



**Riverside County
Board of Education**

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DATE: September 14, 2017

TO: Mrs. Diane Perez, District Superintendent
Mr. John I. Norman, Board President
Mr. Seth Heeren, Assistant Superintendent, Business Services
Ms. Sherry Smith, Assistant Superintendent, Educational Services
San Jacinto Unified School District

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

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

| San Jacinto Unified School District | | | | | | | | |
|--|------|---------------|-------|------------------|----------|-----------------------|-----------------|--------------------------------|
| Metric | Year | State Average | White | African American | Hispanic | English Learner (EL)* | Low Income (LI) | Students w/ Disabilities (SWD) |
| % of Enrollment | 2017 | | 13.3 | 8.7 | 70.0 | 23.1 | 82.1 | 12.7 |
| % UC A-G Enrollment | 2017 | | 96.7 | 95.3 | 96.4 | 90.8 | 96.3 | 71.9 |
| % UC A-G Completion | 2016 | 45.4 | 35.3 | 34.0 | 32.4 | 0.0 | 31.7 | 3.2 |
| EAP – % ELA College Ready | 2016 | 26 | 21.1 | 14.5 | 11.1 | 0.0 | 12.1 | 0.0 |
| EAP – % Math College Ready | 2016 | 13 | 5.3 | 3.6 | 4.2 | 0.0 | 4.1 | 0.0 |
| CAASPP – Grade 3 ELA % Met/Exceeded | 2016 | 43 | 38 | 35 | 24 | 14 | 25 | 13 |
| CAASPP – ELA % Met/Exceeded | 2016 | 49 | 44.0 | 30.4 | 33.2 | 9.2 | 32.1 | 8.2 |
| CAASPP – Math % Met/Exceeded | 2016 | 37 | 28.1 | 14.3 | 18.9 | 7.4 | 17.9 | 6.0 |
| CAASPP Distance from Level 3 – ELA | 2016 | | | | | | | |
| CAASPP Distance from Level 3 – Math | 2016 | | | | | | | |
| % Suspension | 2016 | N/A | 7.3 | 12.7 | 5.0 | 4.7 | 6.7 | 11.1 |
| % Chronic Absenteeism | | N/A | | | | | | |
| % EL Progress to English Proficiency | 2016 | | | | | 24.2 | | |
| % Completing One or More CTE Pathways | 2015 | | 17.9 | 6.9 | 15.7 | 14.5 | 0.0 | 0.0 |
| Graduation Rate | 2016 | 83.2 | 92.9 | 83.9 | 91.1 | 85.7 | 89.9 | 67.5 |
| 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/ELD and Mathematics

The district is to be commended for the expanded opportunities and support for English Language Development (ELD) including the use of teachers on special assignment to support teacher learning and student success. 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 differentiated to reflect equity and access to rigor for Students with Disabilities?
- What impact would professional development targeted toward increasing college and career readiness have on pupil achievement metrics?
- What would it look like if English Learners, Foster Youth, and Low Income students had increased access to enrichment opportunities in addition to remediation opportunities?

Course Access and Student Enrollment in Rigorous Coursework and CTE Pathways

The district is to be commended for offering Spanish in middle school and a commitment to increasing graduation rates. In addition, the district is to be commended on increasing funding resources to support CTE pathways. 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:

- What would it look like if goals for CTE and SAT/ACT participation rates reflected greater access for all students?
- How will you evaluate and support your CTE workability trainings in your local community classroom internship trainings?

Pupil Engagement and School Climate

The district is to be commended for a commitment to implementing and expanding Tier 2 and Tier 3 Restorative Justice practices, peer transition programs, and districtwide school counselor support to improve school climate. Additional dialogue related to the questions below may support the achievement of the expected annual measurable outcomes and goals aligned to pupil engagement and school climate:

- How might actions be differentiated and targeted to decrease suspension rates in the African American and Students with Disabilities student groups?
- How might actions and services be implemented and monitored to increase graduation rates and A-G course completion for the English Learners and Students with Disabilities student groups?

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 recommendations, which the district implemented:

- 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.
- Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP year listed in the *LCAP Budget Summary* did not total all expenditures listed in the LCAP. We recommended that the total be updated to correspond to all dollars listed in the LCAP year.
- Total projected Local Control Funding Formula (LCFF) revenues for the LCAP year listed in the *LCAP Budget Summary* did not correspond to the district's LCFF calculator. We recommended that the total be updated to correspond to the district's LCFF calculator.
- Certain estimated actual expenditures identified in the *Annual Update* did not have a corresponding source. We recommended that all estimated actual expenditures include a source.
- Certain goals, actions, and services listed within the district's LCAP did not contain a source or budget reference. We recommended that all goals, actions, and services contain all required items in accordance with the LCAP template.
- Certain goals, actions, and services 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 Estimated Supplemental and Concentration Grant Funds in the *Demonstration of Increased or Improved Services for Unduplicated Pupils* section did not correspond with the district's LCFF Minimum Proportionality calculation. It was our recommendation that the amount be modified to \$20,526,734.
- The Percentage to Increase or Improve Services in the *Demonstration of Increased or Improved Services for Unduplicated Pupils* section did not correspond with the district's LCFF Minimum Proportionality calculation. It was our recommendation that the percentage be modified to 27.92 percent.

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.

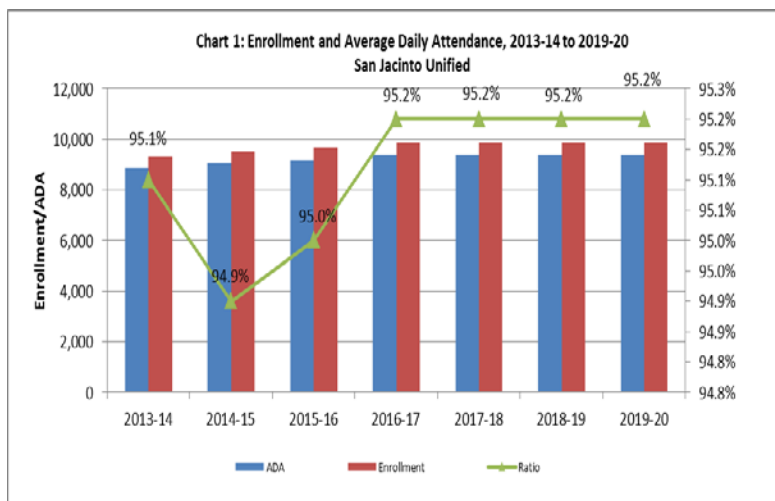
Based on our analysis of the information submitted, we approve the district’s budget, but note the following concerns:

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

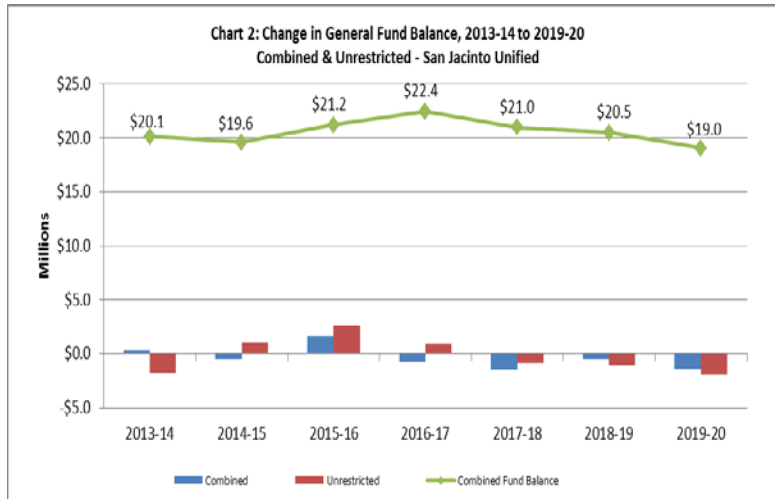
Enrollment and Average Daily Attendance (ADA) – The district’s projected ADA to enrollment ratio (capture rate) for 2017-18 is 95.2 percent, which is within the historical average ratio for the three prior fiscal years. The district estimates 9,382 ADA for the current fiscal year, or no change from the 2016-17 P-2 ADA. For 2018-19 and 2019-20, the district projects ADA to remain flat.



Unduplicated Pupil Percentage – The district reports an unduplicated pupil percentage of 82.03 percent for 2017-18, 82.26 percent for 2018-19, and 82.25 percent for 2019-20. The district’s unduplicated pupil percentage included in the 2016-17 P-2 certification by the California Department of Education was 82.17 percent.

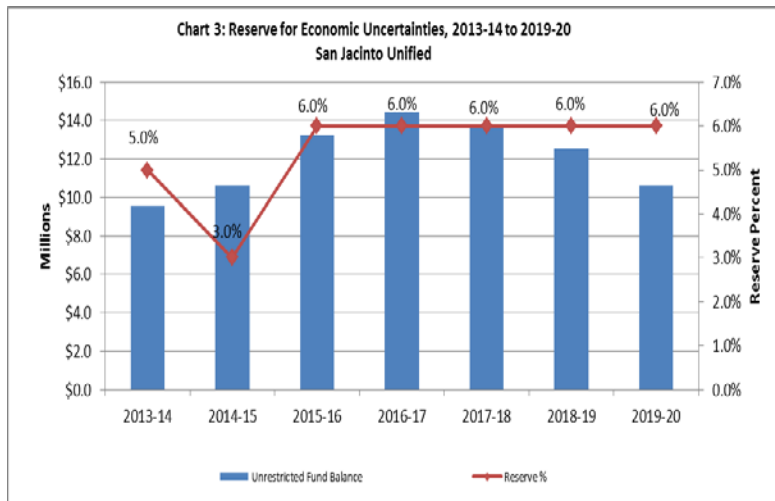
LCFF Gap Funding – For purposes of determining the potential gap funding increase, the district has estimated 43.97 percent for the 2017-18 fiscal year, 39.03 percent for 2018-19, and 41.51 percent for 2019-20. The district has assigned funds each year in the unrestricted ending General Fund balance that will cover a portion of the projected gap funding increase should it not materialize.

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 \$1.5 million in 2017-18, \$0.5 million in 2018-19, and \$1.4 million in 2019-20. Chart 2 shows the district’s deficit spending historical trends and projections.

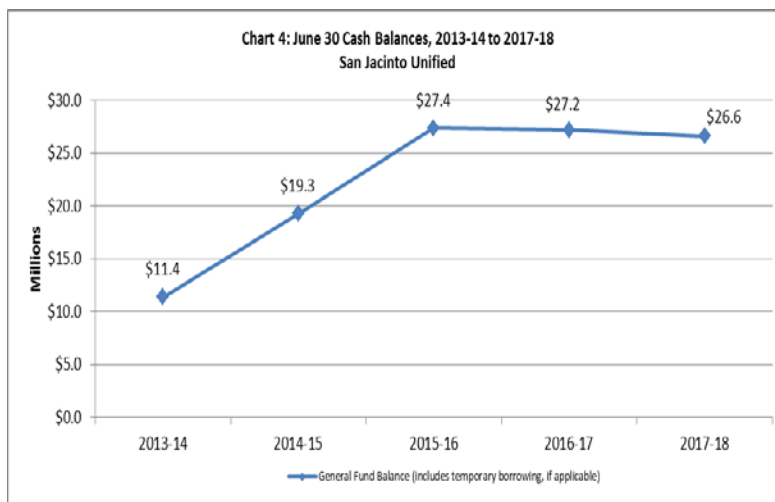


Employee Negotiations – As of the board date, June 20, 2017, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2017-18 fiscal year. Prior to entering into a written agreement, California Government Code (GC) Section 3547.5 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 San Jacinto Unified School District’s size is 3.0 percent; however the governing board requires the district maintain a 6.0 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 6.0 percent reserve, in the current and two subsequent fiscal years.

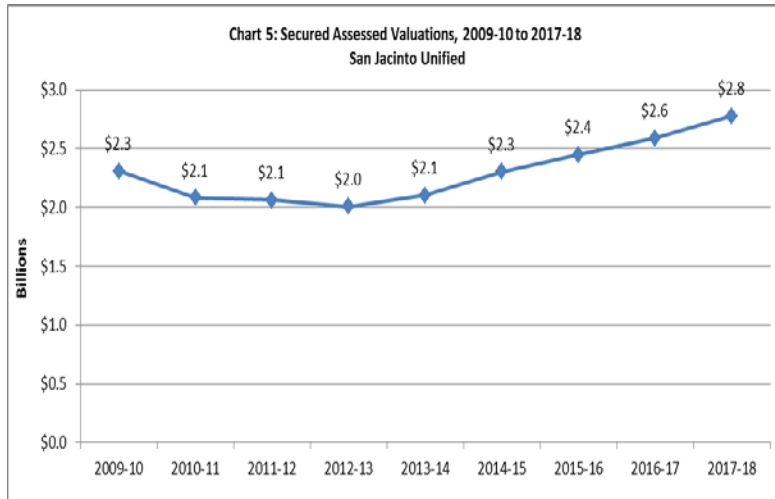


Cash Management – Chart 4 provides a historical summary of the district’s June 30th General Fund cash balance. Based on the budget’s cash flow analysis, the district projects a positive General Fund cash balance of \$26.6 million as of June 30, 2018. This balance does not include any temporary borrowings, 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.