



**Riverside County
Board of Education**

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DATE: September 13, 2019

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

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

BY: Tina Daigneault  Chief Business Official (951) 826-6790
Cynthia Glover Woods  Chief Academic Officer (951) 826-6648

SUBJECT: 2019-20 LCAP and ADOPTED BUDGET – 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 2019-20 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 2019-20 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 2019-20 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 LEAs closely monitor the metrics listed in the data table below for all student groups.

San Jacinto Unified School District											
Indicator	District	African American	American Indian or Alaska Native	Hispanic or Latino	White	Two or more Races	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless Youth
Dashboard: Academic Indicator for English Language Arts	Orange	Orange	Orange	Orange	Orange	Yellow	Orange	Orange	Red	Orange	Yellow
Dashboard: Academic Indicator for Mathematics	Orange	Red	Orange	Orange	Orange	Yellow	Orange	Orange	Red	Red	Red
Dashboard: Chronic Absenteeism	Orange	Orange	Orange	Orange	Orange	Yellow	Orange	Orange	Yellow	Green	Red
Dashboard: High School Cohort Graduation	Green	Orange	*	Green	Green	*	Green	Orange	Orange	*	Orange
Dashboard: Suspension	Green	Orange	Green	Green	Green	Orange	Green	Green	Yellow	Green	Yellow
Dashboard: Prepared for College and Career	Orange	Orange	*	Orange	Yellow	*	Orange	Red	Red	*	Orange
Cohort A-G Completion Rate	34.7%	28.6%	*	34.7%	37.2%	27.8%	33.0%	14.9%	4.5%	14.3%	16.7%
English Learner Reclassification Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	23.7%	N/A	N/A	N/A
Cohort High School Dropout Rate	2.8%	8.3%	*	2.5%	2.0%	0.0%	3.1%	5.5%	9.0%	10.5%	5.8%
Expulsion Rate	0.02%	0.10%	0.00%	0.00%	0.07%	0.00%	0.02%	0.00%	0.06%	0.00%	0.00%
* – To protect student privacy, data are suppressed when student population (cohort students) is 10 or less.											

To access additional data information, please go to <https://www.caschooldashboard.org/>.

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

Student Success in English Language Arts and Mathematics

The district is to be commended for the use of improvement science for root cause analysis and overall continuous improvement. Increases are noted in the percentage of grade levels/courses where a scope and sequence has been developed that is aligned to the California State Standards in English language arts and mathematics. The use of grade-level specific metrics in mathematics and English language arts is to be commended. Adopting and implementing rigorous math programs in elementary and middle school mathematics that are aligned to both sets of mathematical standards is commendable. Furthermore, the district had a nine-point increase in mathematics performance for the current English Learner student group.

Additional dialogue related to the questions below may support the achievement of the expected annual measurable outcomes and goals aligned to student achievement in English language arts and mathematics:

- How might the district use qualitative data to inform and monitor the impact of instructional programs and professional development on student learning, in particular for the Homeless Youth, Students with Disabilities, African American, and Foster Youth student groups?
- How might the district ensure comprehensive and measurable support for the implementation of new programs in mathematics and English language arts?
- How might a root-cause analysis of the decrease of California Assessment of Student Performance and Progress (CAASPP) English language arts proficiency for African American and Foster Youth student groups inform future actions for those student groups?
- How might the district measure the impact of the Focused Intentional Teaching initiative on student success?

Course Access and Student Enrollment in Rigorous Coursework and Career Technical Education (CTE) Pathways

The district should be commended for continued support and expansion of programs and pathways including Career Technical Education (CTE), dual enrollment, Project Lead the Way (PLTW), Dual Immersion (DI), computer science, International Baccalaureate (IB), and Advancement Via Individual Determination (AVID). Additionally, the district can be commended for continued professional development and focus on rigorous instruction at the early elementary levels.

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 might the district measure the impact of each rigorous coursework initiative on student learning and achievement?
- How might increased awareness of available programs or pathways impact rigorous coursework enrollment and completion?

Pupil Engagement and School Climate

The district is to be commended for decreasing the overall suspension rate to 3 percent from the previous year including a decreased suspension rate for 12 of 13 student groups. Furthermore, the district decreased the suspension rate for the Foster Youth student group by 5.2 percent. The district should also be commended for expanding and supporting parent advisory groups that address community partnerships and events focusing on the Native American, African American, Students with Disabilities, English Learners, and Foster Youth student groups. In addition, the district should be commended for increasing parent volunteers by 7 percent.

Additional dialogue related to the questions below may support the achievement of the expected annual measurable outcomes and goals aligned to student achievement in the areas of pupil engagement and school climate:

- How might student and parent voices further inform chronic absenteeism intervention practices for African American, Foster Youth, and Homeless Youth student groups?
- How might the continued exploration of strategies to improve attendance and reduce chronic absenteeism impact pupil engagement metrics?
- What type of actions might help improve the collection of feedback from staff, parents, and students from different grade levels with regard to safety and connectedness?
- In what ways might the district monitor and evaluate the impact of Social and Emotional Learning (SEL) supports, Positive Behavioral Interventions and Supports (PBIS), and other district initiatives on safety and connectedness?
- How might the current district focus on the Positive Behavioral Interventions and Supports (PBIS) align to lower the suspension rate of the African American student group?

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

During our review, we identified opportunities to improve data accuracy between the district's LCAP and fiscal documents. After board adoption, the district revised certain items, which had no material impact on the implementation of the district's plan.

Adopted Budget

In accordance with California Education Code (EC) Section 42127, our office has completed its review of the district's 2019-20 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 2019-20 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 concern:

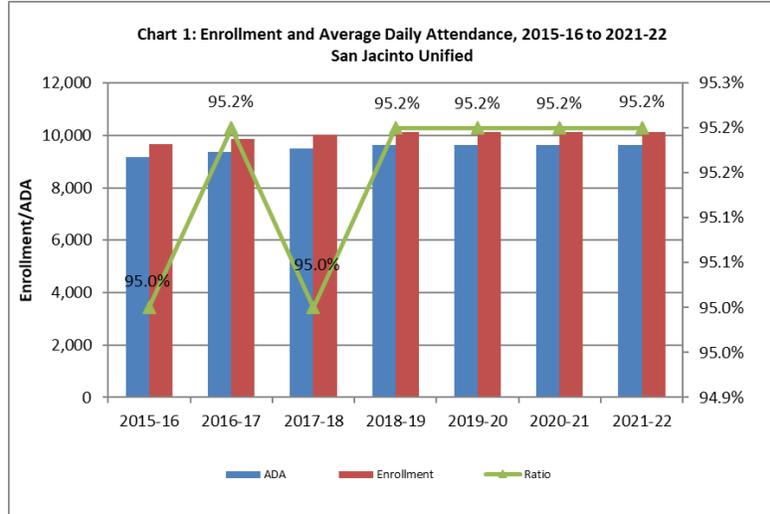
- *Operating Deficits* – Multi-year financial projections indicate unrestricted General Fund operating deficits for the two subsequent fiscal years.

Assumptions and Other Considerations

The district's Adopted Budget was developed prior to adoption of the 2019-20 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 2019-20 is 95.2 percent, which is within the historical average ratio for the three

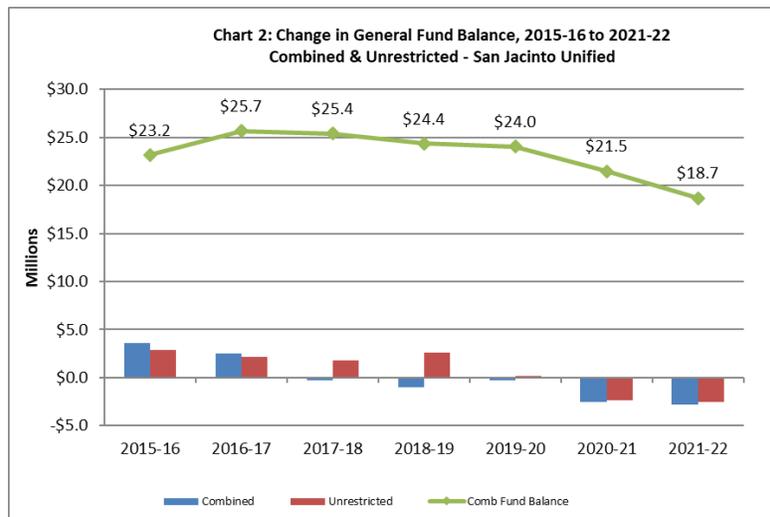
prior fiscal years. The district estimates 9,641 ADA for the current fiscal year, or no change from the 2018-19 P-2 ADA. For 2020-21 and 2021-22, the district projects ADA to remain flat.



Unduplicated Pupil Percentage – The district reports an unduplicated pupil percentage of 81.90 percent for 2019-20, and 81.09 percent for 2020-21 and 2021-22. The district’s unduplicated pupil percentage included in the 2018-19 P-2 certification by the California Department of Education was 82.28 percent.

Local Control Funding Formula (LCFF) – The district has incorporated target funding as proposed in the Governor’s 2019-20 budget projections. Additionally, the district estimated COLAs of 3.26 percent, 3.00 percent, and 2.80 percent for the 2019-20, 2020-21, and 2021-22 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the Governor’s 2019-20 budget proposal.

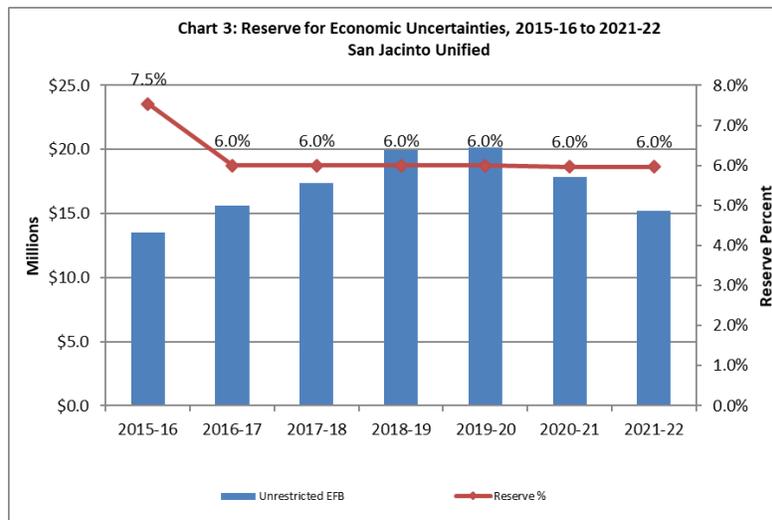
Fund Balance – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2019-20 fiscal year. However, for the General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$0.3 million in 2019-20, \$2.5 million in 2020-21, and \$2.8 million in 2021-22. Chart 2 shows the district’s deficit spending historical trends and projections.



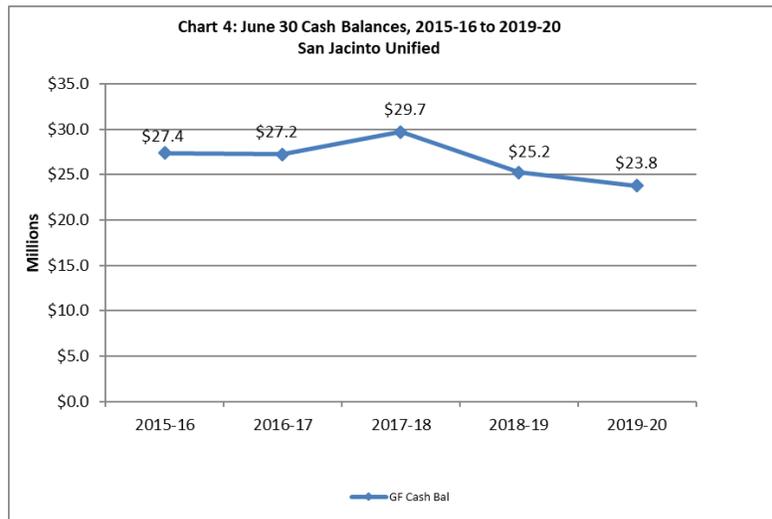
Employee Negotiations – As of the board date, June 18, 2019, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2019-20 fiscal year. The certificated agreement provided for a 3.15 percent increase to the certificated salary schedule effective July 1, 2019. The agreement also provided for a new Assistant Band Director stipend at 5.0 percent, and for an increase to the Middle School Yearbook stipend to 4.0 percent. Other language included changes to prep periods for full-time elementary teachers in grades 1-5.

The classified agreement provided for a 3.0 percent increase to the classified salary schedule effective July 1, 2019, and an additional 1.0 percent increase to the schedule effective July 1, 2020. The agreement also provided for a \$750 health and welfare benefit cap increase (from \$12,000 to \$12,750) effective July 1, 2019, and a subsequent \$750 increase (from \$12,750 to \$13,500) effective July 1, 2020. Other language included additions/changes in job classifications, schedule placements, and the addition of uniform and shoe allowance effective July 1, 2019.

Reserve for Economic Uncertainties – The minimum state-required reserve for a district of San Jacinto Unified School District’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 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 \$23.8 million as of June 30, 2020. 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.

Conclusion

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.