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OFFICE OF EDUCATION

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DATE: August 25, 2021

TO: Dr. David Pyle, District Superintendent
Ms. Deborah Rex, Board President
Mr. Seth Heeren, Assistant Superintendent, Business Services
Mr. John Roach, Assistant Superintendent, Educational Services
San Jacinto Unified School District

FROM: Edwin Gomez, Ed.D., Riverside County Superintendent of Schools

BY: Scott Price, Ph.D.  Amanda Corridan 
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SUBJECT: 2021-22 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 2021-22 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 2021-22 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 2021-22 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 education agencies (LEAs) closely monitor the metrics listed in the data tables below for all student groups.

San Jacinto Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2020 ¹	10,142	8,519	1,914	100	87	1,380
Enrollment Percentage 2020 ¹	N/A	84.0%	18.9%	1.0%	0.9%	13.6%
ELA Distance from Standard 2019 ¹	-37.0	-40.9	-49.1	-50.1	-96.9	-110.2
Math Distance from Standard 2019 ¹	-78.2	-80.6	-85.3	-50.9	-140.4	-142.1
English Language Progress Indicator Rate 2019 ¹	N/A	N/A	42.5%	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 ^{2†}	N/A	N/A	1.4%	N/A	N/A	N/A
Graduation Rate 2020 ¹	90.6%	90.1%	82.2%	65.2%	86.0%	80.0%
College and Career Prepared Rate 2020 ¹	23.3%	24.1%	6.1%	17.4%	11.6%	1.7%
A-G Completion Rate 2020 ²	41.0%	39.3%	27.2%	20.0%	22.8%	12.1%
CTE Completion Rate 2020 ¹	4.0%	4.2%	3.8%	0.0%	7.0%	5.8%
Dropout Rate 2020 ²	3.1%	3.3%	4.3%	14.8%	7.1%	6.4%
Chronic Absenteeism Rate 2019 ¹	10.3%	10.7%	7.3%	13.1%	36.1%	14.7%
Suspension Rate 2020 ²	2.3%	2.6%	1.4%	7.6%	4.9%	5.0%
Expulsion Rate 2020 ²	0.05%	0.06%	0.00%	0.58%	0.00%	0.06%
¹ California School Dashboard Data Files ² CDE Dataquest and Files †Indicator Includes Charter Schools Within the District *Data Suppressed for Student Privacy Reasons						

San Jacinto Unified School District Student Groups – Race/Ethnicity									
Indicator	LEA	American Indian	Asian	Black/African American	Filipino	Hispanic	Pacific Islander	White	Two or More Races
Enrollment Count 2020 ¹	10,142	202	80	870	89	7,456	62	1,073	310
Enrollment Percentage 2020 ¹	N/A	2.0%	0.8%	8.6%	0.9%	73.5%	0.6%	10.6%	3.1%
ELA Distance from Standard 2019 ¹	-37.0	-52.7	31.2	-58.3	5.6	-38.8	-28.8	-15.5	-33.2
Math Distance from Standard 2019 ¹	-78.2	-92.7	-1.2	-99.9	-34.0	-79.7	-60.7	-58.6	-78.2
Graduation Rate 2020 ¹	90.6%	83.3%	*	89.8%	*	91.1%	*	87.9%	93.8%
College and Career Prepared Rate 2020 ¹	23.3%	0.0%	*	14.3%	*	24.3%	*	23.1%	12.5%
A-G Completion Rate 2020 ²	41.0%	25.0%	*	18.6%	*	42.5%	*	41.3%	32.3%
CTE Completion Rate 2020 ¹	4.0%	0.0%	*	2.0%	*	3.6%	*	9.9%	0.0%
Dropout Rate 2020 ²	3.1%	7.1%	*	2.0%	*	2.8%	*	5.4%	0.0%
Chronic Absenteeism Rate 2019 ¹	10.3%	18.3%	1.9%	17.4%	0.0%	9.1%	12.2%	10.1%	16.0%
Suspension Rate 2020 ²	2.3%	5.2%	0.0%	5.8%	0.0%	1.9%	2.8%	2.2%	2.0%
Expulsion Rate 2020 ²	0.05%	0.00%	0.00%	0.30%	0.00%	0.02%	0.00%	0.08%	0.00%
¹ California School Dashboard Data Files									
² CDE Dataquest and Files									
*Data Suppressed for Student Privacy Reasons									

We offer the following commendations and inquiry questions to consider for the implementation of the 2021-22 Local Control and Accountability Plan and the refinement of the plan in future years:

Student Academic Success in English Language Arts (ELA) and Mathematics

The district is to be commended for prioritizing literacy and working toward specific actions and increased monitoring for historically underserved students. Furthermore, the district should be commended for its efforts to develop a dual language pathway for students.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to student achievement in ELA and mathematics:

- With the focus on literacy by third grade, how might this focus ensure the development of strong foundational skills in the early grades?
- What supports are in place to ensure district-wide implementation of the Teacher Clarity and Professional Learning offered to address the academic, social, and emotional priorities of the district?
- What are the incremental measures of success that we can leverage to employ strategies that measure the impact on English language arts and mathematics outcomes for Students with Disabilities, English Learner, Homeless Youth, Black and Latino student groups?
- How might the district leverage their local assessments to mitigate learning loss moving forward, ensuring that proper systems are in place to strategically intervene with all students, with emphasis on historically underserved students who are struggling to employ key skills and grade level standards?

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

The district is to be commended for leveraging the professional development they have received on teacher clarity, monitoring and assessing learning, and research-based strategies in order to meet the needs of students in a variety of learning models such as in-person, hybrid, and virtual.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to course access and student enrollment in rigorous coursework and CTE pathways:

- What additional targeted support might be considered for African American, Hispanic, English Learner, Homeless Youth, and Students with Disabilities student groups to increase access and success in rigorous coursework (e.g., A-G, International Baccalaureate, Advanced Placement, college coursework, CTE pathways)?
- How might the district address high D and F rates among 6th and 9th graders during the critical transition period to intervene expeditiously to ensure long-term success?
- How might teacher expertise be leveraged in experimenting with innovative practices where learning is structured to enhance the learner environment, student connectedness, and teacher enthusiasm?

Pupil Engagement and School Climate

The district is to be commended for ensuring their weekly meal support grew during remote learning and ensuring that all students and entire families had appropriate nutrition during this time. Furthermore, the district should also be commended for providing timely and critical outreach to families to support families' transition to remote learning.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to pupil engagement and school climate:

- In what ways might you leverage the 1:1 technology rich environment for more

personalized learning experiences and more positive interactions with teachers and staff in the face-to-face classroom?

- How might the district leverage their school climate data to ensure that school communities are engaged in strategies that encourage student and family voice in the classroom, enriched academic opportunities, and alternatives to suspension, with a particular focus on underserved students?

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 *Desired Outcomes* related to each goal specified in the 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 *Goal Analysis* 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 <https://www.rcoe.us//lcap-support>.

Adopted Budget

The district's Adopted Budget was developed in the context of the Governor's 2021-22 May Revise. Subsequently, the 2021-22 State Budget was adopted, which contained significant differences from the May Revise. The district should update and revise its budget projections to reflect changes in available funding and the associated programming responses.

Based on our analysis of the information submitted, and our assessment of revenue changes in the enacted State Budget, we approve the district's budget, but would like to highlight the following:

Enrollment and Average Daily Attendance (ADA) – The district estimates 9,373 ADA for the current fiscal year, or a 2.8 percent decrease from the held harmless 2020-21 P-2 ADA. For 2022-23 and 2023-24, the district projects ADA to remain flat. It will be important for the district to monitor enrollment in the current and subsequent years to ensure accurate LCFF revenue and plan accordingly.

Local Control Funding Formula (LCFF) – The district's Adopted Budget incorporates LCFF funding as proposed in the Governor's 2021-22 May Revision, which includes compounded COLAs of 5.07 percent, 2.48 percent, and 3.11 percent for the 2021-22, 2022-23, and 2023-24 fiscal years, respectively. Subsequent to the district's Adopted Budget approval, the 2021-22 enacted State Budget increased the concentration grant funding factor from 50 percent to 65 percent, which includes a provision that 15 percent of the grant must be used to increase the number of credentialed or classified staff who provide direct services to pupils. We encourage the district to update its projection of available LCFF funding provided by the enacted state budget and incorporate the stakeholder engagement process in the creation of the district's one-time supplement to the *Annual Update* of the 2021-22 Local Control and Accountability Plan, which must be board approved on, or before, February 28, 2022.

Unrestricted Deficit Spending – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2021-22 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$8.0 million in 2021-22, \$5.7 million in 2022-23, and \$5.2 million in 2023-24. Our office strongly discourages districts from committing to additional ongoing expenditures without offsetting reductions and stresses the need to begin identifying solutions to reduce any structural deficit.

Employee Negotiations – As of the board date, June 15, 2021, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2021-22 fiscal year.

Reserve for Economic Uncertainties – The minimum state-required reserve for a district of San Jacinto Unified School District’s size is 3.0 percent. The district projects to meet the minimum reserve requirement in the current and subsequent fiscal years.

Cash Management – Attention to cash solvency remains a critical fiscal practice and should continue to be prioritized in the coming year. The district projects sufficient cash balances to cover projected expenditures during the 2021-22 fiscal year. Should the district identify the need for other temporary borrowing options, 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.

COVID-19 Response Funds – Both the Federal and State governments have provided substantial one-time funding to schools in response to the COVID-19 pandemic, which include specific restrictions on timing and use of the funds. The enacted budget trailer bill extended several timelines for the one-time funding, therefore developing multi-year plans on the use of these funds, as well as capturing additional detail required for federal reporting purposes, will be critical to the district’s long-term plan. We encourage districts to begin formulating a plan for these funds that incorporates Federal and State requirements and how the district will mitigate any ongoing expenditures that are planned to be supported by one-time funding.

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.