



Riverside County
Board of Education

Jamie Azpeitia-Sachs

Kim J. Cousins

Ray "Coach" Curtis

Bruce N. Dennis

Ben Johnson II



Jennifer Mejares Pham

Elizabeth F. Romero

DATE: August 30, 2024

TO: Dr. Trenton Hansen, District Superintendent
Mr. Joseph Navarro, Board President
Mrs. Paula Ford, Assistant Superintendent, Business Services
Mr. Daniel Brooks, Assistant Superintendent, Education Services
Jurupa Unified School District

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

BY: Scott Price, Ph.D.  Amanda Corridan 
Chief Business Official Chief Academic Officer
(951) 826-6790 (951) 826-6648

SUBJECT: 2024-25 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 2024-25 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.
- The plan adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated pupils.
- The plan includes the calculations to determine whether there is required carryover. If applicable, the plan includes a description of the planned uses of the specified funds and a description of how the planned uses of those funds satisfy the requirements for specific actions to be considered as contributing toward meeting the increased or improved services requirement.

The district's adopted LCAP has been analyzed in the context of the guidance provided by the California County Superintendents and the California Department of

Education (CDE). Based on our analysis, the district’s Local Control and Accountability Plan for the 2024-25 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 the refinement of future Local Control and Accountability Plans and any additional plans designed 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 necessary to be successful in both college and career. The Riverside County Office of Education conducted a review of research on TK-12 college readiness indicators to identify those that would align with the LCAP purpose and have the greatest impact. As a result of this research, we recommend that local education agencies (LEAs) closely monitor the metrics listed in the data table below for all student groups.

Jurupa Unified School District Student Groups – Program Participation Status						
Indicator	LEA	English Learner	Socioeconomically Disadvantaged	Students with Disabilities	Foster Youth	Homeless Youth
Enrollment Count 2023 ¹	18,370	5,434	14,543	2,257	120	92
Enrollment Percent 2023 ¹	N/A	29.6	79.2	12.3	0.7	0.5
English Language Arts (ELA) Distance from Standard 2023 ²	-56.8	-99.8	-65.5	-130.5	-73.8	-110.6
Mathematics Distance from Standard 2023 ²	-95.9	-126.2	-104.6	-160.5	-112.7	-141.8
English Learner Progress Indicator 2023 ²	N/A	40.7	N/A	N/A	N/A	N/A
Graduation Rate 2023 ²	93.7	87.4	93.6	80.9	*	88.9
A-G Completion Rate 2023 ²	38.1	12.1	36.7	11.8	*	24.1
Career Technical Education (CTE) Completion Rate 2023 ²	33.7	26.4	33.6	27.7	*	22.2
Chronic Absenteeism Rate 2023 ²	31.1	31.1	33.3	38.6	30.4	61.5
Suspension Rate 2023 ²	2.7	2.6	3.0	4.3	6.8	4.2
¹ 2023 California School Dashboard Downloadable Enrollment File						
² 2023 California School Dashboard/Dashboard Additional Report Downloadable Data Files						
* Data Suppressed for Student Privacy Reasons						

Jurupa 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 2023 ¹	18,370	36	297	359	108	15,886	33	1,264	149
Enrollment Percent 2023 ¹	N/A	0.2	1.6	2.0	0.6	86.5	0.2	6.9	0.8
English Language Arts (ELA) Distance from Standard 2023 ²	-56.8	-76.3	0.5	-62.1	27.7	-61.7	-6.2	-22.7	-27.1
Mathematics Distance from Standard 2023 ²	-95.9	-131.3	-20.0	-104.7	-16.9	-100.6	-65.4	-65.4	-57.5
English Learner Progress Indicator 2023 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate 2023 ²	93.7	*	100.0	87.5	*	94.0	*	87.8	*
A-G Completion Rate 2023 ²	38.1	*	61.5	33.3	*	38.1	*	33.8	*
Career Technical Education (CTE) Completion Rate 2023 ²	33.7	*	23.1	12.5	*	34.8	*	25.7	*
Chronic Absenteeism Rate 2023 ²	31.1	28.0	26.3	35.3	8.6	31.4	42.3	30.1	27.1
Suspension Rate 2023 ²	2.7	9.5	0.9	4.4	0.9	2.6	2.4	3.3	2.7
¹ California School Dashboard/Dashboard Additional Report 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 2024-25 Local Control and Accountability Plan and the refinement of the plan in future years:

Student Success in Academics

The district is to be commended for a focus on equity as evidenced by allocating significant funding for high-need students to receive support in mastering English and mathematics, as well as no-cost dual enrollment opportunities. Commendations are also in order for the district’s dedication to continuous professional development, particularly through high-impact instructional strategies such as the Quality Teaching for English Learners (QTEL) framework.

Additionally, the district is to be commended for addressing the diverse needs of its community by involving a broad range of constituents in the continuous improvement process.

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

- How might the district monitor and evaluate the effective implementation of evidence-based strategies to ensure continuous improvement for students with the highest needs, specifically American Indian, African American, White, Hispanic, English Learner (EL), socioeconomically disadvantaged (SED), Students with Disabilities (SWD), Homeless Youth, and Foster Youth student groups?
- In what ways might the district provide greater access to and support for all students to be successful in Advanced Placement (AP) and dual enrollment courses, particularly low-income students and those in historically underserved groups?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for increasing the graduation rate of their students which highlights the district's commitment to ensure students have access to, and success in rigorous coursework. Commendations are in order for an overall decreased dropout rate over the past few years at the district's high schools.

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

- How might the district build upon the successful strategies used to increase high school graduation rates to further target Students with Disabilities (SWD) and White students?
- In what ways could the district further align, monitor, and assess programs and services in order to increase the number of students who complete A-G and CTE course requirements, and pass AP exams?
- In what ways could vertical articulation of courses close the achievement gap, while increasing Advancement Via Individual Determination (AVID) participation, Career Technical Education (CTE) course completion, Advanced Placement (AP) participation and increased pass rates, and University of California/California State University (UC/CSU) course completion rates for all student groups?

Student Engagement and School Climate

The district is to be commended for piloting a Multi-Tiered System of Supports (MTSS) to provide a structured, supportive environment that can be scaled up to address specific needs for various student groups. Commendations are also in order for the district developing a multifaceted support plan which includes envisioning action steps for culturally responsive teaching practices and strategies, disaggregating data to identify specific and unique challenges for each student group, and regular monitoring through program evaluation.

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

- How might the district best utilize qualitative data gathered from parent, family, and educational partner surveys, as well as sources of student voice such as empathy interviews, to promote greater student engagement and positive school climate?
- How might perception data from parents, students, and staff of newly implemented MTSS interventions be further utilized to ensure accurate monitoring of systems, structures, and practices designed to increase safety and security among student groups?

To access resources and tools that will support future LCAP development, please go to <https://www.rcoe.us/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 2024-25 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 2024-25 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 would like to highlight the following:

Enrollment and Average Daily Attendance (ADA) – The district estimates 16,317 ADA for the current fiscal year, or a 2.4 percent decrease from the certified 2023-24 P-2 ADA. For 2025-26, the district projects a 0.5 percent decrease in ADA. For 2026-27, the district projects a 0.6 percent decrease in ADA. 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 included Cost-of-Living Adjustments (COLAs) for LCFF funding of 1.07 percent, 2.93 percent, and 3.08 percent for the 2024-25, 2025-26, and 2026-27 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2024-25 State Budget.

Unrestricted Deficit Spending – The district's Adopted Budget indicates a positive ending balance for all funds in the 2024-25 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$12.7 million in 2024-25, \$22.9 million in 2025-26, and \$22.8 million in 2026-27. Our office strongly discourages districts from committing to additional ongoing expenditures without offsetting

reductions and stresses the need to continue identifying solutions to reduce any potential structural deficit.

Employee Negotiations – As of the board date, June 24, 2024, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2024-25 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 Jurupa Unified School District's size is 3.0 percent. The district projects to meet the minimum-reserve requirement in the current and two 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 2024-25 fiscal year. Should the district identify the need for 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.

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.