



**Riverside County  
Board of Education**

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**DATE:** August 30, 2024

**TO:** Dr. David Pyle, District Superintendent  
Mrs. Sandra Peñaloza, 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: 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.

San Jacinto Unified School District Student Groups – Program Participation Status						
Indicator	LEA	English Learner	Socioeconomically Disadvantaged	Students with Disabilities	Foster Youth	Homeless Youth
Enrollment Count 2023 <sup>1</sup>	10,276	1,831	8,852	1,561	91	124
Enrollment Percent 2023 <sup>1</sup>	N/A	17.8	86.1	15.2	0.9	1.2
English Language Arts (ELA) Distance from Standard 2023 <sup>2</sup>	-52.7	-84.0	-57.5	-113.3	-84.4	-89.4
Mathematics Distance from Standard 2023 <sup>2</sup>	-98.0	-121.1	-102.0	-150.3	-141.1	-129.0
English Learner Progress Indicator 2023 <sup>2</sup>	N/A	51.2	N/A	N/A	N/A	N/A
Graduation Rate 2023 <sup>2</sup>	91.5	85.1	91.3	76.7	91.7	79.4
A-G Completion Rate 2023 <sup>2</sup>	36.4	17.2	34.6	12.4	8.3	14.3
Career Technical Education (CTE) Completion Rate 2023 <sup>2</sup>	22.4	17.2	22.1	17.8	0.0	3.2
Chronic Absenteeism Rate 2023 <sup>2</sup>	32.4	25.7	34.0	39.4	36.3	63.6
Suspension Rate 2023 <sup>2</sup>	3.1	3.0	3.3	5.7	7.8	5.9
<sup>1</sup> 2023 California School Dashboard Downloadable Enrollment File						
<sup>2</sup> 2023 California School Dashboard/Dashboard Additional Report Downloadable Data Files						
* 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 2023 <sup>1</sup>	10,276	144	78	811	77	7,936	55	845	313
Enrollment Percent 2023 <sup>1</sup>	N/A	1.4	0.8	7.9	0.7	77.2	0.5	8.2	3.0
English Language Arts (ELA) Distance from Standard 2023 <sup>2</sup>	-52.7	-69.4	-3.0	-74.1	20.7	-54.3	-31.8	-28.8	-51.6
Mathematics Distance from Standard 2023 <sup>2</sup>	-98.0	-130.0	-34.2	-121.3	-48.1	-99.7	-92.8	-67.7	-89.4
English Learner Progress Indicator 2023 <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate 2023 <sup>2</sup>	91.5	*	*	88.5	*	91.9	*	90.8	95.7
A-G Completion Rate 2023 <sup>2</sup>	36.4	*	*	34.4	*	35.1	*	40.2	34.8
Career Technical Education (CTE) Completion Rate 2023 <sup>2</sup>	22.4	*	*	21.3	*	22.7	*	19.5	17.4
Chronic Absenteeism Rate 2023 <sup>2</sup>	32.4	44.7	29.8	39.8	11.1	31.3	55.6	30.6	38.7
Suspension Rate 2023 <sup>2</sup>	3.1	5.6	0.0	5.7	1.3	2.8	0.0	3.3	3.4
<sup>1</sup> California School Dashboard/Dashboard Additional Report Files <sup>2</sup> 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 its commitment to cultural proficiency, equity, and access, demonstrated through intentional staff training, initiatives to reduce disproportionality in absenteeism and suspensions. In addition, the district is to be commended for its progress in English Learner student proficiency and reclassification. The Aeries report shows that 293 out of 1,770 students were reclassified, reflecting a 25 percent growth rate.

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

- In what ways can the district enhance standards-based instruction with mathematical big ideas (instead of focusing on math skills) and conceptual understanding, as recommended by the California Mathematics Framework, to foster mathematical thinking and discourse needed for equitable and engaging instruction, specifically for differently abled students (Students with Disabilities)?
- How might a transformational coaching model, which helps create long-term, sustained personal change impacting beliefs, behaviors, and ways of being, address barriers in implementing the Multi-Tiered System of Supports (MTSS) framework outcomes, specifically for differently abled students (Students with Disabilities)?
- How might the district leverage new assessment tools and data analysis resources planned for in the 2024-25 LCAP to inform and enhance instructional practices in real time?
- How might introducing qualitative data (observations, focus groups, empathy interviews) create measurable, and culturally relevant student support strategies to ensure quality first instruction, specifically for differently abled students (Students with Disabilities)?

### **Student Access, Enrollment, and Success in Rigorous Coursework**

The district is to be commended for the notable increase in enrollment of students in Advanced Placement, Honors, and CTE courses. Specifically, socioeconomically disadvantaged students saw a significant rise from 7.6 percent to 40.4 percent between 2021-22 and 2022-23. Moreover, there were increases in Advanced Placement enrollment among other student groups: English Learners from 1.2 percent to 4.3 percent, Foster Youth from 0 percent to 0.18 percent, Homeless Youth from 0 percent to 0.07 percent, and Special Education students from 0.5 percent to 3.9 percent.

The district is also to be commended for increases in completion of University of California/California State University (UC/CSU) entrance requirements and A-G subject requirement completion rates from 2021-22 to 2022-23, rising from 37.8 percent to 39.9 percent. Significant progress is recognized for socioeconomically disadvantaged students, who increased from 36.4 percent to 38.0 percent, English Learners from 18.8 percent to 20.5 percent, and Differently Abled students (Students with Disabilities) from 14.4 percent to 16.0 percent. Furthermore, the district is to be commended for the increase from 60.36 percent to 62.41 percent in Students with Disabilities in a Least Restrictive Environment 80 percent or more of the day.

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:

- What further strategies and programs contributed most to the significant increase in enrollment and completion rates among socioeconomically disadvantaged students, and how can these be expanded or improved to maintain this momentum?
- How might the district build on the progress made with English Learners, Foster Youth, Homeless Youth, and Special Education students to ensure continued growth in enrollment and completion rates for UC/CSU entrance requirements?
- What further resources or initiatives may be needed to sustain and enhance the progress seen in placing Students with Disabilities in a Least Restrictive Environment for 80 percent or more of the day?

### **Student Engagement and School Climate**

The district should be commended for successfully implementing a Social and Emotional Learning (SEL) curriculum across all grade levels. Additionally, it has demonstrated a strong commitment to professional development in behavioral support through comprehensive training in restorative practices at all sites. The district's efforts to integrate cultural relevance into educational practices are also recognized for enhancing student engagement and connectedness.

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

- How can the district overcome barriers to implementing planned actions aimed at reducing chronic absenteeism, achieving desired student outcomes, and expanding current supports to reach targeted groups in need?
- What further specific additional training or support do staff members need to effectively integrate restorative practices into classroom settings? Additionally, how can the district ensure that this training addresses practical classroom applications and supports teachers in consistently applying restorative practices?
- How might embedding Social and Emotional Learning (SEL) throughout the school day and enhancing quality first instruction at the district lead to stronger family partnerships and increased parent engagement?

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 9,503 ADA for the current fiscal year, or a 0.1 percent decrease from the certified 2023-24 P-2 ADA. For 2025-26 and 2026-27, 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 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 \$10.2 million in 2024-25, \$14.0 million in 2025-26, and \$15.7 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.

*Estimated Actuals* – The district's Estimated Actuals did not specifically include the cost of the 2023-24 settlements with the certificated and classified bargaining units. Therefore, salary and benefit projections identified in the district's Estimated Actuals are understated which may impact the district's 2024-25 projected beginning and ending fund balance. As a reminder, California Education Code Section 42142 requires the district superintendent, within 45 days of adopting a collective bargaining agreement, to incorporate any budget revisions necessary and updated 2024-25 beginning fund balances should be included within the submission of the district's First Interim Financial Report.

*Employee Negotiations* – As of the board date, June 17, 2024, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2024-25 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 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.