



Riverside County  
Board of Education

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**DATE:** August 23, 2023

**TO:** Dr. Trent Hansen, District Superintendent  
Mr. Robert Garcia, 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   
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**SUBJECT: 2023-24 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 2023-24 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 2023-24 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	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2022 <sup>1</sup>	18,618	14,142	5,395	105	95	2,262
Enrollment Percent 2022 <sup>1</sup>	N/A	76.0	29.0	0.6	0.5	12.1
English Language Arts (ELA) Distance from Standard 2022 <sup>1</sup>	-55.0	-63.2	-91.0	-61.1	-88.5	-129.4
Mathematics Distance from Standard 2022 <sup>1</sup>	-98.3	-106.5	-121.8	-112.0	-122.2	-163.9
English Learner Progress Indicator 2022 <sup>1</sup>	N/A	N/A	44.3	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2022 <sup>2†</sup>	=	=	=	=	=	=
Graduation Rate 2022 <sup>1</sup>	92.0	91.7	82.6	91.7	83.8	84.7
College and Career Prepared Rate 2022	#	#	#	#	#	#
A-G Completion Rate 2022 <sup>1</sup>	32.9	30.7	10.7	0.0	20.3	10.0
Career Technical Education (CTE) Completion Rate 2022 <sup>1</sup>	19.9	19.7	17.7	16.7	14.9	20.9
Dropout Rate 2022 <sup>2</sup>	5.0	5.2	11.6	0.0	15.3	6.9

Jurupa Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Chronic Absenteeism Rate 2022 <sup>1</sup>	36.6	38.8	37.0	34.3	58.9	43.7
Suspension Rate 2022 <sup>1</sup>	2.6	2.9	2.7	6.5	4.6	5.0
Expulsion Rate 2022 <sup>2</sup>	0.3	0.3	0.4	0.0	0.5	0.7
<sup>1</sup> California School Dashboard/Dashboard Additional Report Files <sup>2</sup> CDE Dataquest and Files † Indicator Includes Charter Schools Within the District * Data Suppressed for Student Privacy Reasons = Data Unavailable Due to California Department of Education Delay in Release # Data Unavailable Due to CA School Dashboard Suspension Due to the COVID-19 Pandemic						

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 2022 <sup>1</sup>	18,618	29	275	352	102	16,117	34	1,317	146
Enrollment Percent 2022 <sup>1</sup>	N/A	0.2	1.5	1.9	0.5	86.6	0.2	7.1	0.8
English Language Arts (ELA) Distance from Standard 2022 <sup>1</sup>	-55.0	-72.7	-11.1	-51.5	32.9	-59.6	-24.7	-21.9	-19.9
Mathematics Distance from Standard 2022 <sup>1</sup>	-98.3	-114.7	-29.6	-102.1	-11.3	-103.1	-71.2	-63.0	-71.9
English Learner Progress Indicator 2022 <sup>1</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2022 <sup>2†</sup>	=	=	=	=	=	=	=	=	=
Graduation Rate 2022 <sup>1</sup>	92.0	N/A	92.3	93.8	N/A	91.9	N/A	92.7	N/A

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
College and Career Prepared Rate 2022	#	#	#	#	#	#	#	#	#
A-G Completion Rate 2022 <sup>1</sup>	32.9	N/A	46.2	40.6	N/A	32.2	N/A	34.9	N/A
Career Technical Education (CTE) Completion Rate 2022 <sup>1</sup>	19.9	N/A	7.7	15.6	N/A	19.3	N/A	28.4	N/A
Dropout Rate 2022 <sup>2</sup>	5.0	*	0.0	0.0	*	5.4	*	2.8	*
Chronic Absenteeism Rate 2022 <sup>1</sup>	36.6	53.8	28.1	39.0	13.1	37.4	44.0	31.6	32.1
Suspension Rate 2022 <sup>1</sup>	2.6	2.9	1.3	7.6	0.9	2.6	3.0	2.2	2.6
Expulsion Rate 2022 <sup>2</sup>	0.3	0.0	0.0	0.3	0.0	0.3	0.0	0.2	0.6
<sup>1</sup> California School Dashboard/Dashboard Additional Report Files <sup>2</sup> CDE Dataquest and Files † Indicator Includes Charter Schools Within the District * Data Suppressed for Student Privacy Reasons ° Data Unavailable Due to California Department of Education Delay in Release # Data Unavailable Due to CA School Dashboard Suspension Due to the COVID-19 Pandemic									

We offer the following commendations and inquiry questions to consider for the implementation of the 2023-24 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 implementing Smarter Balanced Interim Assessments at the middle and high school levels to further align instruction in English language arts and mathematics to state standards. Commendations are also in order for the progress of the English Learner student group in English Learner Progress Indicator (ELPI) levels, resulting in a substantial increase in the EL reclassification rate. The district is also to be commended for a commitment to developing and maintaining a multi-tiered system of supports, bolstered by teacher team collaboration, as a means to best evaluate the impact and effectiveness of the myriad of programs and services available to students.

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

- How might the Multi-Tiered System of Supports (MTSS) be further coordinated and assessed to address both the academic and social-emotional needs of all students while enhancing collaboration between all positions (e.g., administrators, coordinators, classified staff, teachers, secondary and elementary intervention teachers, counselors, etc.) to ensure a holistic approach to supporting the success of the whole child?
- How could teacher teams best utilize student data to guide instruction, accelerate learning, and inform the degree to which the quality and effectiveness of curriculum is engaging, interactive, promotes English literacy proficiency in all subjects, and is tailored to meet the diverse learning needs of all students?
- How might the district best implement evidence-based strategies that provide a greater focus on word recognition and language comprehension?

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

The district is to be commended for maintaining a high graduation rate, reflecting its commitment to student success. Commendations are also in order for providing opportunities for students to further engage in learning through eSports, integrated Visual and Performing Arts (VAPA) and Career Technical Education (CTE) instruction, MakerSpaces, Think Together enrichment offerings, and Advancement Via Individual Determination (AVID) program expansion. Commendations are in order for providing extended day opportunities in order to accelerate student learning and continuing to expand the dual immersion program to provide students the opportunity to acquire a second language.

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:

- In what ways can the district further innovate the multi-tiered system of supports and the inclusion models to be more targeted, data-driven, and aligned with academic goals, ensuring that all students receive the support they need to be college and career ready, and increase graduation rates?
- How could the district best align, monitor, and assess programs and services designed to accelerate learning and increase the number of students who complete A-G and CTE course requirements, and pass Advanced Placement (AP) exams, particularly for underserved student groups?
- How might the district further utilize the grade-level continuum of scores on the California Assessment of Student Performance and Progress (CAASPP) English language arts and mathematics exams and Smarter Balanced Interim Assessments to drive standards-based instruction in order to accelerate learning and increase course rigor for all students?

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

The district is to be commended for efforts to support staff and parents in addressing the social-emotional needs of students including facilitating trainings and embedding Social and Emotional Learning (SEL) parent outreach programs in order to promote positive school behaviors and expectations. Commendations are also in order for implementing the African American Parent Advisory Council as a notable step towards fostering positive leadership and promoting equitable engagement within the district.

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 best illustrate a comprehensive approach to collecting student, parent, and teacher feedback on school climate, as well as a detailed plan of action that includes analyzing, addressing, and communicating the information provided by all survey respondents?
- How can attendance support staff, counselors, and attendance teams be re-envisioned to best address and support students who are chronically absent, particularly for the Homeless Youth and Students with Disabilities student groups?
- How could Tier I and 2 interventions be further monitored in order to measure the impact on decreasing suspension rates, increasing school climate and student connectedness, fostering a safe and positive environment where all students have a sense of belonging, and creating an inclusive and equitable environment particularly for historically disadvantaged student groups?

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 2023-24 May Revise. Subsequently, the 2023-24 State Budget was adopted, which contained differences from the May Revise. The district should update and revise its budget projections to reflect changes in available funding.

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 16,653 ADA for the current fiscal year, or a 0.8 percent decrease from the certified 2022-23 P-2 ADA. For 2024-25, the district projects a 0.8 percent increase in ADA. For 2025-26, the district projects a 1.1 percent increase 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 8.22 percent, 3.94 percent, and 3.29 percent for the 2023-24, 2024-25, and 2025-26 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2023-24 State Budget.

*Unrestricted Deficit Spending* – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2023-24 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$6.0 million in 2023-24, \$0.1 million in 2024-25, and \$3.3 million in 2025-26. 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 26, 2023, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2023-24 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. Additionally, existing law imposes a 10 percent cap on the amount school districts can maintain in their reserves in fiscal years immediately succeeding those in which the Public School System Stabilization Account balance is at least 3 percent of TK-12 Prop. 98 funding. This condition was met with the 2022-23 deposit amount, triggering the local reserve cap for the 2023-24 fiscal year. The district projects to meet the imposed 10 percent reserve cap.

*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 2023-24 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.