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OFFICE OF EDUCATION

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DATE: August 29, 2025
TO: Dr. Trenton Hansen, District Superintendent
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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: 2025-26 LCAP and ADOPTED BUDGET – APPROVAL

The County Superintendent of Schools is required to review and approve the district's Local Control and Accountability Plan (LCAP) before 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 2025-26 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 2025-26 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 (SED)	English Learner (EL)	Long-Term English Learner (LTEL)	Foster Youth (FY)	Homeless Youth (HY)	Students with Disabilities (SWD)
Enrollment Count 2024 ¹	18,015	14,212	5,411	N/A	110	106	2,266
Enrollment Percent 2024 ¹	N/A	78.9	30.0	N/A	0.6	0.6	12.6
English Language Arts (ELA) Distance from Standard 2024 ²	-56.6	-64.3	-95.0	-125.3	-84.7	-89.6	-129.5
Mathematics Distance from Standard 2024 ²	-90.2	-97.7	-118.6	-173.0	-114.5	-130.1	-154.8
Science Distance from Standard 2024 ²	-22.2	-23.4	-29.6	-34.0	-20.0	-28.6	-32.8
English Learner Progress Indicator 2024 ²	N/A	N/A	37.1	33.8	N/A	N/A	N/A
Graduation Rate 2024 ²	93.3	92.8	86.8	88.9	86.7	89.7	82.2
College/Career Indicator Rate 2024 ²	53.0	50.6	30.8	31.8	20.0	29.8	29.0
A-G Completion Rate 2024 ²	40.7	38.2	16.8	17.5	26.7	20.7	10.9
Career Technical Education (CTE) Completion Rate 2024 ²	43.9	43.1	35.0	38.5	13.3	22.4	34.3
Chronic Absenteeism Rate 2024 ²	24.2	26.4	23.3	28.1	37.1	55.8	31.5
Suspension Rate 2024 ²	2.3	2.7	2.3	5.4	7.3	1.9	4.3

¹2024 California School Dashboard Downloadable Enrollment File (No LTEL Data Available)

²2024 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 2024 ¹	18,015	37	326	377	120	15,509	37	1,247	132	
Enrollment Percent 2024 ¹	N/A	0.2	1.8	2.1	0.7	86.1	0.2	6.9	0.7	
English Language Arts (ELA) Distance from Standard 2024 ²	-56.6	-54.6	-5.8	-65.0	20.2	-61.4	-12.5	-27.7	-30.2	
Mathematics Distance from Standard 2024 ²	-90.2	-111.6	-33.5	-96.7	-7.2	-95.5	-68.6	-55.1	-69.2	
Science Distance from Standard 2024 ²	-22.2	*	-12.0	-24.5	-1.4	-23.0	-18.3	-15.4	-19.8	
English Learner Progress Indicator 2024 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Graduation Rate 2024 ²	93.3	*	85.7	75.9	*	93.8	*	92.1	*	
College/Career Indicator Rate 2024 ²	53.0	*	64.3	31.0	*	52.4	*	65.0	*	
A-G Completion Rate 2024 ²	40.7	*	64.3	27.6	*	40.3	*	46.5	*	
Career Technical Education (CTE) Completion Rate 2024 ²	43.9	*	35.7	34.5	*	43.8	*	49.5	*	
Chronic Absenteeism Rate 2024 ²	24.2	25.0	12.9	29.3	6.8	24.5	25.0	25.2	20.3	
Suspension Rate 2024 ²	2.3	4.8	0.8	4.3	1.6	2.3	5.1	2.4	3.1	

¹ California School Dashboard/Dashboard Additional Report Files² 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 2025-26 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 overall increase in mathematics achievement as illustrated by academic performance outcomes. Further commendations are in order for the

district's commitment to English Learners by investing in Quality Teaching for English Learners professional development, supplemental English Language Development (ELD) materials, and ELD coaching to bolster academic outcomes in English language arts (ELA) and mathematics. The district has demonstrated a culture of continuous improvement through actions that include structuring collaboration time to analyze data, plan lessons, and design interventions. These improvements reflect the district's strong commitment to equity and to expanding opportunities for all students beyond high school.

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 leverage successful mathematics instructional strategies to further accelerate progress for all students?
- How could actions resulting from professional learning community (PLC) cycles be measured and scaled to improve academic outcomes for all students?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for its sustained high graduation rate for targeted groups. Significant progress was made in college and career readiness, including a marked increase in Career Technical Education (CTE) pathway completion and Advanced Placement (AP) participation by English Learners. Also to be commended is an increase in Seal of Biliteracy attainment and expanded academic and workforce access for students, including facilitating a state-registered electrical pre-apprenticeship program. Further commendations are in order for strengthening instruction through targeted interventions, data-informed practices, equity-focused transcript analysis, and embedding PLCs within the district instructional systems to guide lesson planning, formative assessment use, and targeted support in ELA and mathematics.

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 further systematize instructional practices to improve the graduation rates of all student groups?
- In what ways could the district strengthen TK–12 vertical articulation to ensure a seamless academic progression that leads to greater A–G course completion, increased AP participation, and higher engagement in CTE pathways?

Student Engagement and School Climate

The district deserves commendation for its commitment to cultivating family-school partnerships. This inclusive approach has measurably strengthened parents' perceptions of belonging and enriched their connectedness with the school community. Equally commendable are the district's actions to positively impact chronic absenteeism and decreasing dropout rates by creatively engaging all constituents [such as bus drivers, Multi-Tiered System of Supports (MTSS), Teachers on Special Assignment (TOSAs), classified staff, resource officers, new counselors, and crossing guards] in phases of MTSS implementation.

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

- In what ways could the district incorporate specific actions, beyond safety, to improve students' sense of connectedness across all campuses?
- How could the district best implement a comprehensive approach to collecting cohesive student, parent, and teacher feedback regarding school climate, as well as an actionable plan that includes analyzing, addressing, and communicating the results?

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 2025-26 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 2025-26 fiscal year, as well as satisfy its multi-year financial commitments.

The district's Adopted Budget was developed in the context of the Governor's 2025-26 May Revise. Subsequently, the 2025-26 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 16,132 ADA for the current fiscal year, or a 2.3 percent decrease from the certified 2024-25 P-2 ADA. For 2026-27, the district projects a 1.4 percent decrease in ADA. For 2027-28, the district projects a 1.2 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 2.30 percent, 3.02 percent, and 3.42 percent for the 2025-26, 2026-27, and 2027-28 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2025-26 State Budget.

Unrestricted Deficit Spending – The district's Adopted Budget indicates a positive ending balance for all funds in the 2025-26 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$15.6 million in

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2025-26, \$15.4 million in 2026-27, and \$13.2 million in 2027-28. 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, 2025, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2025-26 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 2025-26 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.

Fiscal Distress Documentation – Education Code Section 42127.6 requires the County Superintendent of Schools to review and consider any studies, reports, evaluations, or audits that may indicate a school district is experiencing 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.