



**Riverside County
Board of Education**

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DATE: August 28, 2026

TO: Dr. Trenton Hansen, District Superintendent
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Jurupa Unified School District

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

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SUBJECT: 2026-27 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 2026-27 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 2026-27 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 2025 ¹	17,815	14,112	5,029		141	98	2,403
Enrollment Percent 2025 ¹		79.2	28.2		0.8	0.6	13.5
English Language Arts (ELA) Distance from Proficiency 2025 ²	-54.3	-63.5	-90.1	-126.9	-80.4	-70.2	-124.1
Mathematics Distance from Proficiency 2025 ²	-89.7	-99.2	-116.0	-176.6	-106.8	-114.8	-157.0
Science Points 2025 ²	43.5	42.1	35.8	30.3	32.3	39.5	32.7
English Learner Progress Indicator 2025 ²			36.3	35.2			
Graduation Rate 2025 ²	92.4	92.1	86.3	90.8	76.2	77.5	85.0
College/Career Indicator Rate 2025 ²	63.8	61.9	45.3	50.0	30.0	24.3	45.6
A-G Completion Rate 2025 ²	45.8	43.5	22.0	23.6	9.5	11.3	17.1
Career Technical Education (CTE) Completion Rate 2025 ²	49.4	48.7	41.4	47.2	28.6	23.9	44.9
Chronic Absenteeism Rate 2025 ²	23.1	25.3	21.7	25.8	15.3	35.4	31.4
Suspension Rate 2025 ²	2.3	2.5	2.6	5.3	4.2	2.2	3.6

¹2025 California School Dashboard Downloadable Enrollment File (No LTEL Data Available)

²2025 California School Dashboard/Dashboard Additional Report Downloadable Data Files

Note: Blanks indicate that no public data is available for this data point.

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 2025 ¹	17,815	37	364	379	124	15,306	30	1,216	139
Enrollment Percent 2025 ¹		0.2	2.0	2.1	0.7	85.9	0.2	6.8	0.8
English Language Arts (ELA) Distance from Proficiency 2025 ²	-54.3	-96.7	-18.5	-67.7	19.0	-59.0	-15.4	-17.4	-50.2
Mathematics Distance from Proficiency 2025 ²	-89.7	-126.3	-28.7	-113.7	-4.1	-95.4	-90.7	-47.3	-61.8
Science Points 2025 ²	43.5	31.7	51.0	38.4	54.5	42.6		51.9	47.2
Graduation Rate 2025 ²	92.4		93.9	88.9		92.7		90.7	
College/Career Indicator Rate 2025 ²	63.8		72.7	58.8		63.7		66.7	
A-G Completion Rate 2025 ²	45.8		63.6	44.4		44.8		53.3	
Career Technical Education (CTE) Completion Rate 2025 ²	49.4		51.5	33.3		49.3		61.3	
Chronic Absenteeism Rate 2025 ²	23.1	25.0	14.6	27.7	6.7	23.4	33.3	22.7	20.2
Suspension Rate 2025 ²	2.3	2.4	0.5	6.3	3.1	2.2	3.2	2.2	3.4
¹ California School Dashboard/Dashboard Additional Report Files ² CDE Dataquest and Files Note: Blanks indicate that no public data is available for this data point.									

We offer the following commendations and inquiry questions to consider for the implementation of the 2026-27 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 advancing student achievement in English language arts (ELA) through the implementation of standards-aligned instruction, targeted academic interventions, and ongoing professional learning. Further commendations are in order for fostering continuous improvement in ELA through the strategic use of student data to monitor progress, refine

instructional practices, and support meaningful academic growth across the district. The district's targeted instructional support in ELA, including a sustained investment in Quality Teaching for English Learners (QTEL), is reflected in improved English Learner Progress Indicator (ELPI) outcomes.

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

- In what manner might the district best leverage professional learning communities (PLCs) as a structured, continuous improvement process to collaboratively analyze evidence, identify barriers to access, monitor student progress, evaluate the effectiveness of instructional supports, and refine instructional practices to maximize student achievement across schools and student groups, particularly for students receiving special education services?
- How might the district best implement instructional priorities and evaluate their consistency across all schools so that students experience equitable access to high-quality instruction regardless of campus or student group, and further accelerate student achievement?
- How might the district best systematize a coherent approach to mathematics instruction that includes monitoring the effectiveness of professional learning, targeted interventions, and data-informed instructional practices to support improved outcomes for all students?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for advancing its Achievement and Innovation focus area by expanding learning opportunities, including Career Technical Education (CTE) and Dual Enrollment, and by targeting supports that promote equitable access to college and career pathways. The district is further commended for leveraging the Equity Multiplier Focus Goal to strengthen college and career readiness for students with the greatest needs. Additionally, the district is commended for strategically aligning professional learning, counseling services, instructional improvement, and targeted investments to strengthen its college and career readiness system and support improved graduation, A-G completion, and College/Career Indicator outcomes.

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 determine which existing college and career readiness programs most effectively work together to improve College/Career Indicator outcomes for students, and how can those successful practices be intentionally replicated across the district?
- How might the district measure the implementation and coherence of its Achievement and Innovation focus area across school sites to ensure that rigorous coursework,

instructional supports, and college and career pathways are improving equitable outcomes, especially for historically underserved student groups?

- In what ways might the district strengthen grade level and content area collaboration for instructional planning, academic advising, and course sequencing to create a seamless pathway toward college and career readiness for all students, especially Foster Youth and those receiving special education services?

Student Engagement and School Climate

The district is to be commended for its expanded effort to strengthen school climate with the implementation of a comprehensive Multi-Tiered System of Supports (MTSS), informed by meaningful engagement with educational partners and multiple sources of qualitative and quantitative data. Additionally, the district's targeted attendance supports have contributed to a significant reduction in chronic absenteeism among Foster Youth, demonstrating the impact of data-informed, student-centered approaches to removing barriers to attendance.

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

- What can the district learn from the significant improvement in attendance among Foster Youth, and how might those lessons inform efforts to strengthen students' sense of belonging and reduce chronic absenteeism for Students with Disabilities and other student groups?
- How might the district deepen the role of student voice so that students see themselves not only as contributors of feedback but as partners in shaping decisions that affect their learning and school experience?
- How might the district continuously evaluate and refine the implementation of its MTSS, Positive Behavioral Interventions and Supports (PBIS), and social-emotional learning (SEL) programs to prioritize future actions that strengthen student engagement and reduce chronic absenteeism for all students?

To access resources and tools that will support future LCAP development, please go to <https://www.rcoe.us/services-for-districts/assessment-accountability-and-continuous-improvement/lcap-support/>.

Adopted Budget

In accordance with California Education Code (EC) Section 42127, our office has completed its review of the district's 2026-27 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 2026-27 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 2026-27 May Revise. Subsequently, the 2026-27 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 15,904 ADA for the current fiscal year, or a 2.8 percent decrease from the certified 2025-26 P-2 ADA. For 2027-28, the district projects a 2.1 percent decrease in ADA. For 2028-29, the district projects a 1.6 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 2.87 percent, 3.30 percent, and 3.09 percent for the 2026-27, 2027-28, and 2028-29 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2026-27 State Budget.

Unrestricted Deficit Spending – The district's Adopted Budget indicates a positive ending balance for all funds in the 2026-27 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$6.7 million in 2026-27, \$8.5 million in 2027-28, and \$18.3 million in 2028-29. 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 23, 2026, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2026-27 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 10.0 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 3.0 percent of TK-12 Prop. 98 funding. This condition was met with the 2025-26 deposit amount, triggering the local reserve cap for the 2026-27 fiscal year. The district projects to meet the statutory 10.0 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 2026-27 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.