RIVERSIDE COUNTY OFFICE OF EDUCATION
EDWIN GOMEZ, Ed.D.
County Superintendent of Schools

DATE: August 28, 2026

TO: Dr. David Pyle, District Superintendent
Mrs. Sandra Peñaloza, Board President
Mrs. Trieste Huey, Assistant Superintendent, Business Services
Ms. Dulce Noriega, Assistant Superintendent, Educational Services
San Jacinto Unified School District

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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.

San Jacinto 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]	10,280	9,237	1,616		99	235	1,711
Enrollment Percent 2025[1]		89.9	15.7		1.0	2.3	16.6
English Language Arts (ELA) Distance from Proficiency 2025[2]	-44.9	-48.1	-65.6	-106.8	-70.9	-103.1	-105.7
Mathematics Distance from Proficiency 2025[2]	-93.3	-96.6	-109.3	-172.1	-123.9	-129.4	-140.3
Science Points 2025[2]	47.1	46.4	41.5	35.0	39.4	36.8	37.6
English Learner Progress Indicator 2025[2]			41.8	50.0			
Graduation Rate 2025[2]	93.3	93.2	89.3	92.0		77.8	81.5
College/Career Indicator Rate 2025[2]	41.6	40.5	15.9	17.6		11.5	14.8
A-G Completion Rate 2025[2]	46.0	44.9	24.5	26.4		16.7	22.2
Career Technical Education (CTE) Completion Rate 2025[2]	25.7	25.3	13.8	17.6		7.4	21.5
Chronic Absenteeism Rate 2025[2]	25.1	26.2	21.9	33.0	26.2	49.3	32.1
Suspension Rate 2025[2]	3.0	3.2	2.3	4.9	5.3	4.5	4.3

[1]2025 California School Dashboard Downloadable Enrollment File (No LTEL Data Available)
[2]2025 California School Dashboard/Dashboard Additional Report Downloadable Data Files
Note: Blanks indicate that no public data is available for this data point.

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 2025[1]	10,280	139	70	824	74	8,111	51	702	279
Enrollment Percent 2025[1]		1.4	0.7	8.0	0.7	78.9	0.5	6.8	2.7
English Language Arts (ELA) Distance from Proficiency 2025[2]	-44.9	-73.5	48.9	-66.1	39.8	-47.0	-25.2	-8.6	-46.7
Mathematics Distance from Proficiency 2025[2]	-93.3	-128.9	1.2	-116.0	5.2	-94.8	-64.3	-63.0	-93.6
Science Points 2025[2]	47.1	41.8	66.4	41.5	68.0	46.5	50.0	56.4	49.2
Graduation Rate 2025[2]	93.3			92.4		93.0		92.4	100.0
College/Career Indicator Rate 2025[2]	41.6			43.1		41.0		47.0	35.7
A-G Completion Rate 2025[2]	46.0			47.0		45.7		45.5	40.0
Career Technical Education (CTE) Completion Rate 2025[2]	25.7			21.2		26.3		25.8	26.7
Chronic Absenteeism Rate 2025[2]	25.1	36.5	14.5	28.5	11.4	25.0	55.6	19.6	25.8
Suspension Rate 2025[2]	3.0	4.7	0.0	7.4	1.3	2.5	3.7	2.8	5.5

[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:

<u>Student Success in Academics</u>

The district is to be commended for implementing a coherent, districtwide instructional improvement strategy centered on strengthening quality first instruction through Multi-Tiered System of Supports (MTSS), instructional coaching, evidence-based literacy practices, implementation monitoring, and continuous improvement. The LCAP demonstrates a clear emphasis on building organizational capacity by investing in educator learning, instructional consistency, and data-informed decision making rather than relying primarily on isolated intervention programs. These coordinated efforts, coupled with measurable improvements in English language arts (ELA), mathematics, graduation rates, college and career readiness, and foundational literacy systems, reflect the district's sustained commitment to improving outcomes for all students while maintaining a focus on historically underserved student groups.

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

- In what ways might the district deepen its understanding of how students experiencing persistent opportunity gaps, particularly Long-Term English Learners, Students with Disabilities, Foster Youth, and Homeless Youth, experience high-quality, grade-level instruction across schools, and how might those insights inform efforts to strengthen equitable academic outcomes?
- How might the district continue evaluating which components of its instructional improvement system, including quality first instruction, MTSS, instructional coaching, and foundational literacy supports, are having the greatest impact on student learning, and how can those successful practices be systematically strengthened across the district?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for developing a comprehensive college and career readiness system that intentionally expands equitable access to rigorous coursework through Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment, Career Technical Education (CTE), Advancement Via Individual Determination (AVID), Middle College, Puente, and articulated postsecondary pathways. The LCAP demonstrates that rigorous learning opportunities are embedded within the district's broader instructional improvement strategy and are supported through counseling, academic planning, fee assistance, pathway development, and targeted supports designed to reduce barriers for historically underserved student groups. The district's measurable improvements in College/Career Indicator (CCI) performance and A-G completion reflect a thoughtful commitment to preparing students for multiple postsecondary pathways.

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 evaluate whether increased access to rigorous coursework is translating into successful completion and college and career readiness for all student groups, particularly English Learners, Students with Disabilities, Foster Youth, and Homeless Youth?
- As rigorous learning opportunities continue to expand, what additional system-level strategies might further increase successful participation and completion for student groups that continue to demonstrate lower levels of college and career preparedness?

Student Engagement and School Climate

The district is to be commended for implementing a comprehensive system of student engagement and well-being that integrates attendance improvement strategies, Positive Behavioral Interventions and Supports (PBIS), restorative practices, MTSS, school counseling, wellness rooms, family engagement, and expanded social-emotional supports into a coherent framework for supporting the whole child. The district demonstrates a thoughtful commitment to continuous improvement by strengthening attendance systems through participation in the Raising Attendance and Improving Student Engagement (RAISE) collaborative, expanding wellness supports, and intentionally fostering student voice and belonging through initiatives such as the Youth Empowerment Symposiums (Y.E.S.) and student leadership opportunities. These coordinated efforts reflect a comprehensive approach to strengthening school climate and reducing barriers to student success.

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 continue evaluating which components of its comprehensive student engagement system, including attendance improvement, wellness supports, PBIS, counseling, restorative practices, and family engagement, are having the greatest influence on improving student belonging, attendance, and overall school climate?
- In what ways might the district deepen its understanding of how students experiencing persistent opportunity gaps, particularly Homeless Youth, Foster Youth, Students with Disabilities, and English Learners, perceive and experience school connectedness and belonging across schools, and how might those insights inform continuous improvement efforts?

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 9,443 ADA for the current fiscal year, or a 0.01 percent decrease from the certified 2025-26 P-2 ADA. For 2027-28 and 2028-29, the district projects to remain flat 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 4.31 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 $6.9 million in 2026-27, $5.2 million in 2027-28, and $3.6 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 16, 2026, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2026-27 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. 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.