



**Riverside County
Board of Education**

Jamie Azpeitia-Sachs

Kim J. Cousins

Ray "Coach" Curtis

Bruce N. Dennis

Ben Johnson II



Jennifer Mejares Pham

Elizabeth F. Romero

DATE: August 29, 2025

TO: Dr. David Pyle, District Superintendent
Mrs. Sandra Peñaloza, Board President
Mrs. Trieste Huey, 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 
Associate Superintendent Chief Academic Officer
(951) 826-6790 (951) 826-6648

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.

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 2024 ¹	10,401	7,920	1,801	N/A	105	166	1,676
Enrollment Percent 2024 ¹	N/A	76.1	17.3	N/A	1.0	1.6	16.1
English Language Arts (ELA) Distance from Standard 2024 ²	-56.2	-61.5	-86.3	-121.3	-118.3	-97.6	-114.9
Mathematics Distance from Standard 2024 ²	-98.6	-103.8	-121.8	-173.9	-133.1	-141.2	-147.5
Science Distance from Standard 2024 ²	-19.0	-20.0	-25.7	-32.4	*	-29.3	-29.2
English Learner Progress Indicator 2024 ²	N/A	N/A	43.7	45.7	N/A	N/A	N/A
Graduation Rate 2024 ²	92.1	92.2	85.3	88.1	82.4	82.5	82.3
College/Career Indicator Rate 2024 ²	29.0	28.1	13.2	10.5	5.9	15.0	6.5
A-G Completion Rate 2024 ²	36.0	35.0	17.3	15.3	17.6	22.2	14.6
Career Technical Education (CTE) Completion Rate 2024 ²	21.9	21.2	12.0	11.9	5.9	11.1	10.1
Chronic Absenteeism Rate 2024 ²	24.1	25.5	18.6	22.9	22.5	41.5	30.3
Suspension Rate 2024 ²	3.3	3.4	3.0	6.7	7.3	6.3	5.1
¹ 2024 California School Dashboard Downloadable Enrollment File (No LTEL Data Available) ² 2024 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 2024 ¹	10,401	147	71	844	77	8,142	48	759	283
Enrollment Percent 2024 ¹	N/A	1.4	0.7	8.1	0.7	78.3	0.5	7.3	2.7
English Language Arts (ELA) Distance from Standard 2024 ²	-56.2	-92.6	4.1	-72.7	28.4	-58.5	-29.4	-28.3	-46.2
Mathematics Distance from Standard 2024 ²	-98.6	-137.2	-47.6	-111.6	-8.9	-101.4	-74.9	-67.4	-95.4
Science Distance from Standard 2024 ²	-19.0	-25.9	-8.8	-23.0	-6.1	-19.2	-15.5	-14.2	-18.9
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	92.1	*	*	88.8	*	92.8	*	93.1	86.4
College/Career Indicator Rate 2024 ²	29.0	*	*	26.6	*	28.5	*	40.4	22.7
A-G Completion Rate 2024 ²	36.0	*	*	32.5	*	35.6	*	46.6	22.7
Career Technical Education (CTE) Completion Rate 2024 ²	21.9	*	*	22.5	*	21.4	*	24.1	22.7
Chronic Absenteeism Rate 2024 ²	24.1	39.3	12.9	28.9	10.7	23.3	64.9	22.4	25.0
Suspension Rate 2024 ²	3.3	3.9	0.0	5.7	0.0	3.1	0.0	4.1	2.2
¹ California School Dashboard/Dashboard Additional Report Files ² 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 effectively integrating tools like the Quality First Instruction Fidelity Tool and i-Ready data into instructional walkthroughs and coaching, creating a culture of continuous academic improvement supported by real-time data use.

In addition, the district is to be commended for its intentional efforts to close equity gaps, as evidenced in the School Plans for Student Achievement (SPSAs) that include targeted professional development, academic vocabulary development, and scaffolded mathematics instruction. These strategies are thoughtfully designed to support student groups performing in the Red, particularly Students with Disabilities, English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, African American, and American Indian students, demonstrating a focused commitment to academic equity and inclusion.

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 explore the relationship between iReady and the California Assessment of Student Performance and Progress (CAASPP) to better understand student learning and instructional impact, particularly for populations such as Long-Term English Learners, where growth may appear inconsistent across measures?
- How might the district consider evaluating the instructional effectiveness of SPSA-identified actions, such as professional development, curriculum shifts, and coaching to effectively support Long-Term English Learners, English Learners, Foster Youth, and Students with Disabilities?
- What might it look like if the district strengthened its focus on mathematics instruction by identifying and scaling promising practices, particularly those that address persistent gaps in conceptual understanding, language access, and differentiation for students experiencing low outcomes?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for significantly expanding access to rigorous academic and career pathways, including Advanced Placement (AP), International Baccalaureate (IB), Advancement Via Individual Determination (AVID), dual enrollment, and pre-apprenticeships. Equity Multiplier funds have been strategically used to increase access for Long-Term English Learners, English Learners, Foster Youth, and Students with Disabilities.

In addition, the district is to be commended for its strong commitment to postsecondary readiness by increasing A–G and Career Technical Education (CTE) completion rates and supporting “dual completers” through aligned supports in SPSAs and LCAP goals.

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 explore strategies to ensure English Learners, Foster Youth, and Students with Disabilities are not only accessing rigorous coursework but also receiving the academic and social-emotional support to complete those courses successfully?
- How might disaggregated course enrollment/completion data be used to remove barriers that may limit Long-Term English Learners, Foster Youth, and Students with Disabilities from completing A–G, IB, AP, and CTE sequences?
- How might the district evaluate the impact of increased enrollment in AP, dual enrollment, and CTE courses on long-term college and career outcomes, particularly for

student groups such as English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students who are now accessing these opportunities at higher rates?

Student Engagement and School Climate

The district is to be commended for all schools receiving Positive Behavioral Interventions and Supports (PBIS) recognition in 2024-25, with multiple sites achieving Platinum and Gold status, demonstrating fidelity in behavior supports and tiered Social and Emotional Learning (SEL) systems implementation.

In addition, the district is to be commended for its intentional and sustained focus on student engagement and school climate, exemplified by its strategic use of behavior support personnel. These dedicated professionals play a vital role in supporting school sites through coaching on Tier 1 and Tier 2 behavioral interventions, guiding the development of robust Multi-Tiered System of Supports (MTSS) frameworks, and building staff capacity to implement and sustain effective behavioral systems. Moreover, their collaboration with district teams to address chronic absenteeism and social-emotional learning needs reflects a districtwide commitment to creating safe, supportive, and responsive learning environments for all students.

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

- What might it look like if the district expanded structures to elevate student voice, specifically at the secondary level, as a strategy to strengthen school connectedness and reduce chronic absenteeism?
- How might the district replicate the success of the Building Assets, Reducing Risks (BARR) program across additional campuses, particularly at the middle school level, to strengthen connectedness and academic engagement?
- In what ways could the district consider strategies to ensure consistent Tier 1, 2, and 3 implementation of SEL and behavior systems across all schools?

To access resources and tools that will support future LCAP development, please go to <https://www.rcoe.us/lcap-support>.

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 9,400 ADA for the current fiscal year, or a 0.2 percent decrease from the certified 2024-25 P-2 ADA. For 2025-26 and 2026-27, 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 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 \$13.1 million in 2025-26, \$10.3 million in 2026-27, and \$10.2 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 16, 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 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 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.