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County Superintendent of Schools

Riverside County
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DATE: August 29, 2025
TO: Mr. John Huber, District Superintendent
Mr. Doug Frey, Board President
Mr. Seth Heeren, Assistant Superintendent, Business Services
Ms. Erica Williams, Director of Educational Services and ELOP
Nuview Union School District
FROM: Edwin Gomez, Ed.D., Riverside County Superintendent of Schools
BY: Scott Price, Ph.D. *SP* Amanda Corridan *AC*
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.

Nuvieu Union 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	1,467	1,316	455	N/A	11	107	214
Enrollment Percent 2024 ¹	N/A	89.7	31.0	N/A	0.7	7.3	14.6
English Language Arts (ELA) Distance from Standard 2024 ²	-26.5	-31.1	-53.4	-77.7	*	-36.9	-93.8
Mathematics Distance from Standard 2024 ²	-68.8	-73.2	-91.3	-146.8	*	-94.2	-131.2
Science Distance from Standard 2024 ²	-18.3	-19.6	-24.7	-29.3	*	-19.4	-33.9
English Learner Progress Indicator 2024 ²	N/A	N/A	49.5	63.4	N/A	N/A	N/A
A-G Completion Rate 2024 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Career Technical Education (CTE) Completion Rate 2024 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Chronic Absenteeism Rate 2024 ²	23.2	23.7	20.3	21.4	22.7	31.8	27.6
Suspension Rate 2024 ²	4.9	4.9	4.4	9.1	11.5	4.6	6.6

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

Indicator	LEA	Nuvieu Union School District Student Groups – Race/Ethnicity							
		American Indian	Asian	Black/African American	Filipino	Hispanic	Pacific Islander	White	Two or More Races
Enrollment Count 2024 ¹	1,467	1	7	11	2	1,255	6	137	32
Enrollment Percent 2024 ¹	N/A	0.1	0.5	0.7	0.1	85.5	0.4	9.3	2.2
English Language Arts (ELA) Distance from Standard 2024 ²	-26.5	*	*	*	*	-31.5	*	6.6	-24.3
Mathematics Distance from Standard 2024 ²	-68.8	*	*	*	*	-74.2	*	-36.5	-35.6
Science Distance from Standard 2024 ²	-18.3	*	*	*	*	-19.8	*	-8.8	*
English Learner Progress Indicator 2024 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
A-G Completion Rate 2024 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Career Technical Education (CTE) Completion Rate 2024 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Chronic Absenteeism Rate 2024 ²	23.2	*	*	35.7	*	23.2	*	24.3	15.1
Suspension Rate 2024 ²	4.9	*	*	12.5	*	5.3	*	1.3	3.5

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 its gains in California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) performance across multiple student groups, including a 21-point increase for all students and a 34.8-point gain for students experiencing homelessness. Professional development offerings such as Project GLAD® (Guided Language Acquisition Design) and designated and integrated English Language Development (ELD) training reflect a commitment to supporting English Learners and instructional quality.

Furthermore, the district should be commended for its strategic use of Teachers on Special Assignment (TOSAs) to provide Tier 2 interventions in both mathematics and English language arts at the elementary level, and in English language arts at the middle school level.

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

- In what ways can the district further integrate and systematize designated and integrated ELD to accelerate English proficiency and reclassification rates?
- How might the district leverage expanded instructional minutes to provide additional instructional time for unduplicated pupils in ELA and mathematics?
- What structures might help the district monitor the impact of targeted interventions and identify high-leverage strategies to address performance gaps for English Learners and Students with Disabilities?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for sustaining 1:1 device access and infrastructure for both in-school and at-home learning, ensuring equitable access to digital tools. The district also increased student participation in the Beyond the Bell program by 66 students and continues to provide valuable enrichment opportunities through the inclusion of Science, Technology, Engineering, and Mathematics (STEM) labs and makerspaces. Furthermore, the district is to be commended for reducing class sizes across grade spans, which supports more individualized instruction and improved access to rigorous coursework.

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 measure the impact of additional instructional minutes and reduced class sizes to enhance instructional quality and ensure equitable access to rigorous, grade-level learning for all students?
- In what ways can the district begin to include and integrate the arts (art, music, dance, theater, and film) as part of a rigorous curriculum that promotes equitable access to high-quality learning experiences for all students?
- What might it look like to explore targeted professional development, instructional coaching, and data-informed interventions to ensure meaningful improvements in student learning outcomes?

Student Engagement and School Climate

The district is to be commended for expanding opportunities in sports, music, and extracurricular programs, which foster stronger connections between students and their school community. Furthermore, the district should be commended for reducing chronic absenteeism by 8.7 percent and implementing multi-pronged strategies, including enhanced health services, ParentSquare engagement, and attendance interventions. The district's investment in Positive Behavioral Interventions and Supports (PBIS), trauma-informed practices, and increased counseling services demonstrates a strong commitment to supporting the whole child. The

district is also to be commended for its reduction in suspension rates for all students by 1.5 percent.

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 increase equitable access to and meaningful engagement in sports, arts, and extracurricular programs across all schools?
- In what ways can the district expand its use of survey techniques to uncover barriers to school engagement with families, particularly those of English Learners, to co-design solutions that improve attendance and increase connections to school?
- How can the district help cultivate positive classroom environments and stronger student-teacher connections to continue to reduce suspension rates and chronic absenteeism for all schools?

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 1,459 ADA for the current fiscal year, or a 0.3 percent decrease from the certified 2024-25 P-2 ADA. For 2026-27 and 2027-28, the district projects a 1.3 percent decrease in ADA each year. 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 \$0.8 million in 2026-27, and \$1.8 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 12, 2025, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2025-26 fiscal year.

Reserve for Economic Uncertainties – The minimum state-required reserve for a district of Nuview Union School District’s size is 3.0 percent; however the governing board requires the district maintain a 10.0 percent reserve for economic uncertainties. In light of the current fiscal environment, our office recommends districts maintain reserves higher than the minimum and commends the district’s board for this fiscally prudent practice. The district projects to meet the minimum-reserve requirement in all three fiscal years; however, the projections indicate the district will be unable to meet the board-required reserve in the 2027-28 fiscal year.

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.