



**Riverside County  
Board of Education**

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**DATE:** August 29, 2025

**TO:** Dr. Gary W. Woods, District Superintendent  
Dr. Melinda Anderson, Board President  
Mrs. Nicole Lash, Assistant Superintendent, Business Support Services  
Dr. Kimberly Velez, Assistant Superintendent, Educational Support Services  
Temecula Valley 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.

Temecula Valley 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 <sup>1</sup>	26,491	10,028	1,497	N/A	77	177	4,217
Enrollment Percent 2024 <sup>1</sup>	N/A	37.9	5.7	N/A	0.3	0.7	15.9
English Language Arts (ELA) Distance from Standard 2024 <sup>2</sup>	22.6	-4.2	-38.4	-87.1	-33.1	-40.4	-74.0
Mathematics Distance from Standard 2024 <sup>2</sup>	-11.3	-37.6	-55.4	-133.0	-56.3	-75.0	-100.6
Science Distance from Standard 2024 <sup>2</sup>	-6.0	-11.4	-19.6	-29.0	-21.0	-16.3	-23.6
English Learner Progress Indicator 2024 <sup>2</sup>	N/A	N/A	54.6	53.0	N/A	N/A	N/A
Graduation Rate 2024 <sup>2</sup>	94.0	91.1	85.5	86.4	*	72.7	80.5
College/Career Indicator Rate 2024 <sup>2</sup>	66.9	56.1	42.1	37.9	*	37.0	31.8
A-G Completion Rate 2024 <sup>2</sup>	66.7	54.2	35.5	36.4	*	32.7	21.6
Career Technical Education (CTE) Completion Rate 2024 <sup>2</sup>	15.8	12.6	13.7	15.9	*	9.1	10.2
Chronic Absenteeism Rate 2024 <sup>2</sup>	15.9	20.9	17.0	24.9	33.3	40.0	22.4
Suspension Rate 2024 <sup>2</sup>	2.5	3.7	3.4	8.9	16.9	7.0	5.2
<sup>1</sup> 2024 California School Dashboard Downloadable Enrollment File (No LTEL Data Available) <sup>2</sup> 2024 California School Dashboard/Dashboard Additional Report Downloadable Data Files * Data Suppressed for Student Privacy Reasons							

Temecula Valley 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 <sup>1</sup>	26,491	160	1,665	913	1,243	9,943	71	9,831	2,656
Enrollment Percent 2024 <sup>1</sup>	N/A	0.6	6.3	3.4	4.7	37.5	0.3	37.1	10.0
English Language Arts (ELA) Distance from Standard 2024 <sup>2</sup>	22.6	-18.7	66.9	-8.0	53.7	1.1	9.1	32.2	34.4
Mathematics Distance from Standard 2024 <sup>2</sup>	-11.3	-85.6	56.4	-47.7	16.0	-37.5	-20.2	0.1	0.2
Science Distance from Standard 2024 <sup>2</sup>	-6.0	-16.1	3.6	-12.1	1.4	-11.2	-9.3	-3.6	-3.3
English Learner Progress Indicator 2024 <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate 2024 <sup>2</sup>	94.0	100.0	95.0	90.9	97.6	94.3	*	93.3	93.5
College/Career Indicator Rate 2024 <sup>2</sup>	66.9	36.8	86.3	49.4	74.4	61.4	*	69.0	69.5
A-G Completion Rate 2024 <sup>2</sup>	66.7	52.6	80.7	49.4	72.2	61.7	*	68.2	73.3
Career Technical Education (CTE) Completion Rate 2024 <sup>2</sup>	15.8	0.0	18.6	15.6	26.2	12.7	*	17.6	14.6
Chronic Absenteeism Rate 2024 <sup>2</sup>	15.9	35.7	8.2	19.0	9.6	18.1	33.3	15.4	14.9
Suspension Rate 2024 <sup>2</sup>	2.5	5.0	1.1	5.6	1.4	2.9	1.3	2.1	2.3
<sup>1</sup> California School Dashboard/Dashboard Additional Report Files									
<sup>2</sup> 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 systemwide commitment to improving Tier I instructional quality through targeted professional development in English language arts (ELA) and mathematics, including training in the science of reading and structured phonics for both general

and special education teachers. Implementation is supported by instructional coaches and content specialists, with a focus on addressing achievement gaps among English Learners, Students with Disabilities, Foster Youth, and Homeless students. The district is also to be commended for deploying Intervention Support Specialists at each high school who disaggregate student data, monitor academic performance, and coordinate targeted interventions such as tutoring, counseling, and reengagement strategies for students in Red Dashboard status. In addition, the district is to be commended for the measurable academic progress demonstrated by its historically underserved student groups, including a 39.9-point increase in ELA and over a 50-point gain in mathematics for Foster Youth, as well as similar gains among English Learners, Long-Term English Learners (LTELs), Students with Disabilities, and Socioeconomically Disadvantaged students.

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

- What might it look like for integrated English Language Development (ELD) to become a shared responsibility among all content-area teachers, and how might professional learning evolve to build confidence and capacity in this work?
- How might the district evaluate whether professional development and intervention support are effectively narrowing Distance from Standard (DFS) gaps for English Learners, Students with Disabilities, and Foster Youth? What processes might ensure this evaluation is both timely and student group-specific?
- How might collaboration between classroom teachers, specialists, and coaches be structured to promote equitable outcomes in ELA, mathematics, and science, and what might support consistent implementation across sites?
- Given the success of the instructional strategies, programs, and supports being implemented in grades 7-9 that are producing such strong Level 4 English language development results, how might the district adapt or extend these successful practices to the needs in the high school grades?

### **Student Access, Enrollment, and Success in Rigorous Coursework**

The district is to be commended for expanding access to rigorous coursework through Advancement Via Individual Determination (AVID) implementation across high schools, including tutor support and teacher training. Counseling Specialists provide personalized guidance to English Learners, Foster Youth, and Socioeconomically Disadvantaged students to support their entry into A–G, Advanced Placement (AP), and dual enrollment pathways. The district is also to be commended for sustaining and expanding Career Technical Education (CTE) pathways to address completion gaps among Homeless students, English Learners, and Students with Disabilities, with LCAP resources specifically allocated to increase access and enrollment. In addition, the district is to be commended for ensuring that middle and high school counselors provide individualized academic planning for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, helping them access a broad course of study and stay on-track for advanced academic opportunities.

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 co-teaching and co-planning model used in mathematics be adapted to strengthen integration across ELA and science, particularly in support of English Learners and Students with Disabilities?
- What systems might be needed to support timely intervention and differentiated instruction for Foster Youth who fall behind in core subjects, and how might those systems account for school transitions or placement instability?
- How might the district use the Seal of Biliteracy as a strategic lever to increase engagement and postsecondary readiness among Long-Term English Learners, and what supports might be needed to increase eligibility and participation?

### **Student Engagement and School Climate**

The district is to be commended for implementing a Multi-Tiered System of Supports (MTSS) that includes Tier II Behavior Assistants, site counselors, Social and Emotional Learning (SEL) teams, and dedicated Foster and Homeless Youth liaisons. These coordinated services are designed to reduce chronic absenteeism and suspension rates, particularly for student groups identified in Red on the Dashboard. The district is also to be commended for using site-level Dashboard data to allocate resources and guide interventions, with funding strategically directed to schools with red indicators to support the specific needs of their most vulnerable students. In addition, the district is to be commended for integrating Panorama SEL Survey data into its monitoring of school climate, belonging, and self-regulation in grades 6–12, enabling more targeted supports and evaluation of MTSS, Positive Behavioral Interventions and Supports (PBIS), and restorative practices.

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 Tier II behavior and counseling supports be more intentionally aligned to the needs of students most at risk for disengagement, particularly those attending continuation or alternative education settings?
- How might student feedback from SEL surveys, school-climate data, and informal sources be utilized to enhance connectedness and belonging, especially for Students with Disabilities and English Learners?
- What specific barriers might be limiting the participation of Foster Youth and other vulnerable students in extracurricular activities, leadership roles, or schoolwide events, and how might those barriers be addressed through inclusive design?

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 24,574 ADA for the current fiscal year, or a 0.8 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 0.4 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 \$14.6 million in 2025-26, \$17.7 million in 2026-27, and \$20.6 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 Temecula Valley Unified School District's size is 3.0 percent; however the governing board requires the district maintain a 6.0 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, and board-required reserve, 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.