



**Riverside County  
Board of Education**

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Elizabeth F. Romero

**DATE:** August 29, 2025

**TO:** Dr. Jennifer Root, District Superintendent  
Mr. J. Kyle Root, Board President  
Mr. Marc Bommarito, Assistant Superintendent, Business Services  
Dr. Charles Newman, Assistant Superintendent, Educational Services  
Menifee Union 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.

| Meniffee Union School District<br>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>  | 12,195 | 7,931                                 | 938                  | N/A                              | 93                | 239                 | 1,823                            |
| Enrollment Percent 2024 <sup>1</sup>  | N/A    | 65.0                                  | 7.7                  | N/A                              | 0.8               | 2.0                 | 14.9                             |
| English Language Arts (ELA) Distance from Standard 2024 <sup>2</sup>            | -14.1  | -24.3                                 | -60.7                | -110.2                           | -83.1             | -61.3               | -84.2                            |
| Mathematics Distance from Standard 2024 <sup>2</sup>                            | -38.4  | -49.4                                 | -79.7                | -149.1                           | -87.8             | -79.6               | -102.3                           |
| Science Distance from Standard 2024 <sup>2</sup>                                | -9.9   | -12.0                                 | -20.6                | -30.1                            | -25.4             | -17.3               | -22.9                            |
| English Learner Progress Indicator 2024 <sup>2</sup>                            | N/A    | N/A                                   | 49.7                 | 52.3                             | N/A               | N/A                 | N/A                              |
| A-G Completion Rate 2024 <sup>2</sup>   | N/A    | N/A                                   | N/A                  | N/A                              | N/A               | N/A                 | N/A                              |
| Career Technical Education (CTE) Completion Rate 2024 <sup>2</sup>              | N/A    | N/A                                   | N/A                  | N/A                              | N/A               | N/A                 | N/A                              |
| Chronic Absenteeism Rate 2024 <sup>2</sup>                                      | 16.1   | 18.9                                  | 19.7                 | 30.6                             | 25.9              | 33.9                | 21.1                             |
| Suspension Rate 2024 <sup>2</sup>   | 2.6    | 2.8                                   | 2.9                  | 10.5                             | 9.5               | 2.9                 | 4.5                              |

<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

| Menifee Union School District<br>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>  | 12,195 | 19              | 260   | 690                    | 471      | 6,280    | 61               | 2,743 | 779               |
| Enrollment Percent 2024 <sup>1</sup>  | N/A    | 0.2             | 2.1   | 5.7                    | 3.9      | 51.5     | 0.5              | 22.5  | 6.4               |
| English Language Arts (ELA) Distance from Standard 2024 <sup>2</sup>  | -14.1  | *               | 31.8  | -37.6                  | 34.6     | -26.4    | -20.7            | 0.4   | -3.1              |
| Mathematics Distance from Standard 2024 <sup>2</sup>  | -38.4  | *               | 10.8  | -72.6                  | 9.4      | -52.0    | -67.1            | -20.4 | -17.3             |
| Science Distance from Standard 2024 <sup>2</sup>  | -9.9   | *               | -2.6  | -15.0                  | 0.2      | -12.7    | -13.3            | -5.6  | -7.7              |
| 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               |
| A-G Completion Rate 2024 <sup>2</sup>   | 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 <sup>2</sup>  | N/A    | N/A             | N/A   | N/A                    | N/A      | N/A      | N/A              | N/A   | N/A               |
| Chronic Absenteeism Rate 2024 <sup>2</sup>  | 16.1   | 18.2            | 6.5   | 17.0                   | 8.5      | 17.8     | 26.2             | 15.1  | 14.4              |
| Suspension Rate 2024 <sup>2</sup>   | 2.6    | 0.0             | 0.4   | 5.0                    | 1.2      | 2.6      | 3.3              | 2.0   | 3.2               |
| <sup>1</sup> California School Dashboard/Dashboard Additional Report Files<br><sup>2</sup> CDE Dataquest and Files<br>* 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 strategic use of Multi-Tiered System of Supports (MTSS), formative assessments, and targeted professional development, which have contributed to gains in science proficiency and improved outcomes for English Learners.

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 strengthen differentiated instruction and targeted intervention strategies to accelerate English language arts (ELA) and mathematics achievement for Long-Term English Learners (LTELs) and Students with Disabilities (SWDs)?
- What systems are in place to ensure consistent progress monitoring and fidelity of implementation for Tier II and Tier III academic supports across all school sites?
- How might the district enhance its use of formative and diagnostic assessment data to better align instruction with California Assessment of Student Performance and Progress (CAASPP) expectations and close persistent achievement gaps?

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

The district is to be commended for proactively expanding access to rigorous learning opportunities through the integration of Advancement Via Individual Determination (AVID), Science, Technology, Engineering, Arts, and Mathematics (STEAM) labs, makerspaces, and Career Technical Education (CTE) pathways, ensuring students engage with hands-on, standards-aligned instruction from elementary through middle school.

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 is the district using data to monitor and improve equitable access to enrichment and advanced programs such as AVID, STEAM, and CTE, particularly for Foster Youth, English Learners, and Students with Disabilities?
- What specific supports are provided to ensure underrepresented students not only enroll in but also succeed in rigorous coursework and enrichment opportunities?
- How might the district evaluate the impact of recent Next Generation Science Standards (NGSS)-aligned investments [e.g., STEAM labs, makerspaces, California Science Test (CAST)-aligned instruction] on student engagement and mastery across diverse student groups?

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

The district is to be commended for its investment in site-based wellness centers, expanded mental health services, and restorative practices that have contributed to a significant reduction in chronic absenteeism and improved student safety and engagement indicators.

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

- How is the district using Panorama survey data and student voice (e.g., empathy interviews, focus groups) to inform and adapt Social and Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), and climate initiatives across school sites?
- What strategies are being used to address low engagement among middle school students, particularly grades 6–8, where only 27 percent report feeling engaged in school?

- How is the district ensuring equitable access to Tier II and Tier III mental health and behavioral supports, especially for Foster Youth, Homeless Youth, and Students with Disabilities with higher suspension and absenteeism rates?

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 11,809 ADA for the current fiscal year, or a 0.7 percent increase from the certified 2024-25 P-2 ADA. For 2026-27, the district projects a 1.0 percent decrease in ADA. For 2027-28, the district projects a 2.6 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 2.30 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 \$3.2 million in 2025-26 and \$10.7 million in 2026-27. 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 17, 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 Menifee Union 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.