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

DATE: August 28, 2026

TO: Dr. Alejandro Ruvalcaba, District Superintendent
Ms. Brandy Clark, Board President
Ms. Susana Lopez, Chief Business Official
Dr. Esperanza Arce, Chief Academic Officer
Moreno Valley Unified School District

FROM: Edwin Gomez, Ed.D., Riverside County Superintendent of Schools

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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.

Moreno 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 2025[1]	30,926	27,091	5,361		315	509	4,861
Enrollment Percent 2025[1]		87.6	17.3		1.0	1.6	15.7
English Language Arts (ELA) Distance from Proficiency 2025[2]	-41.3	-46.9	-71.7	-130.8	-94.3	-76.1	-120.2
Mathematics Distance from Proficiency 2025[2]	-89.1	-94.3	-112.4	-186.3	-118.9	-113.5	-157.1
Science Points 2025[2]	44.1	43.0	37.5	30.2	35.6	36.1	32.4
English Learner Progress Indicator 2025[2]			44.5	45.4			
Graduation Rate 2025[2]	93.3	93.3	88.1	90.9	75.7	85.9	84.9
College/Career Indicator Rate 2025[2]	46.1	45.4	24.4	26.7	11.1	29.0	22.7
A-G Completion Rate 2025[2]	39.8	38.6	19.7	20.7	16.2	22.1	16.8
Career Technical Education (CTE) Completion Rate 2025[2]	25.0	24.8	20.1	23.8	0.0	14.5	14.6
Chronic Absenteeism Rate 2025[2]	25.8	27.2	21.2	24.0	27.0	43.0	33.0
Suspension Rate 2025[2]	2.9	3.1	2.9	5.8	7.6	4.3	4.9

[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.

Moreno 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 2025[1]	30,926	64	629	3,617	331	23,243	196	1,653	745
Enrollment Percent 2025[1]		0.2	2.0	11.7	1.1	75.2	0.6	5.3	2.4
English Language Arts (ELA) Distance from Proficiency 2025[2]	-41.3	-72.9	12.3	-62.9	42.6	-42.5	-66.9	-16.1	-30.3
Mathematics Distance from Proficiency 2025[2]	-89.1	-118.6	-29.2	-112.1	-5.2	-91.4	-102.1	-51.5	-78.5
Science Points 2025[2]	44.1	36.7	52.8	39.6	64.3	43.9	40.8	50.6	46.8
Graduation Rate 2025[2]	93.3		93.6	92.7	100.0	93.5	87.0	89.6	94.1
College/Career Indicator Rate 2025[2]	46.1		63.8	33.0	69.4	46.7	26.1	50.4	55.9
A-G Completion Rate 2025[2]	39.8		57.4	31.6	66.7	39.6	30.4	43.0	51.5
Career Technical Education (CTE) Completion Rate 2025[2]	25.0		27.7	20.0	22.2	26.0	4.3	25.2	20.6
Chronic Absenteeism Rate 2025[2]	25.8	34.0	16.7	34.6	10.6	24.7	50.0	20.6	30.1
Suspension Rate 2025[2]	2.9	1.4	0.7	7.7	0.9	2.2	4.7	3.0	3.5

[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 investing in sustained professional learning and coaching as part of a coherent improvement system that strengthened Tier I instructional practice and contributed to districtwide gains in English language arts (ELA) for 10 of 13 student groups. These investments reflect the district's ongoing commitment to continuous improvement by strengthening instructional practice through collaborative learning, coaching, and the use of evidence to improve student outcomes.

The district is commended for developing a coherent system of supports that aligns daily Designated and Integrated English Language Development (ELD) with high-quality Tier I instruction, supporting equitable access to grade-level curriculum and language-rich learning opportunities for English Learners. This instructional focus is reflected in English Learners' improvement in ELA outcomes in 2025, contributing to improved student outcomes while continuing efforts to narrow achievement gaps.

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

- How might the district strengthen alignment between academic and attendance-focused actions so that student groups facing compounding challenges, such as Pacific Islander students in both ELA/mathematics and chronic absenteeism, experience support as an integrated system?
- How might the district extend its early literacy systems and instructional supports into a comparable, secondary-level approach for English Learners, given that this group has been identified as the most urgent need at the secondary level?
- What does the district's root cause analysis reveal specifically for Students with Disabilities in mathematics and ELA, and how are the district's identified academic strategies [Data-Driven Instructional Cycles, Universal Design for Learning (UDL) Coaching, Building Thinking Classrooms, intensive literacy support] tailored specifically to Students with Disabilities' needs?
- How might mathematics instruction and language development be more intentionally integrated to support English Learners, particularly Long-Term English Learners, and what system conditions may be contributing to the persistent mathematics achievement gaps despite overall improvement in mathematics achievement?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for expanding equitable college and career opportunities for students, contributing to an increase in the College/Career Indicator (CCI). Through increased access to Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment, Advancement Via Individual Determination (AVID), and 27 Career Technical Education (CTE) pathways, along with strategic partnerships and the removal of barriers to advanced coursework, these efforts reflect a coherent, systemwide approach to preparing students for postsecondary success.

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:

- Given that some college and career pathways have built-in constraints (e.g., Middle College and AVID), what can the district learn from pathways contributing to recent CCI growth about how access, implementation, and student experience influence outcomes, and how might those lessons strengthen opportunities across other pathways?

- How might the experiences of English Learners within the district's systems for accessing rigorous coursework help the district better understand whether those opportunities are translating into improved outcomes, particularly as English Learner graduation rates remain below the district's overall?

Student Engagement and School Climate

The district is to be commended for establishing a comprehensive attendance system that includes 10 district social workers, attendance specialists, counselor support at every elementary school, home visits, attendance incentive initiatives, Multi-Tiered System of Supports (MTSS) attendance dashboards, and partnerships with community agencies.

The district is commended for the significant reduction in districtwide suspension rates since the 2023 baseline, with particularly strong decreases among Foster Youth and African American students.

The district is to be commended for developing systems that support student engagement for English Learners through a coherent instructional approach with Designated and Integrated English Language Development (ELD). English Learners experienced lower chronic absenteeism and improved as compared to last year, demonstrating encouraging progress in supporting consistent student attendance.

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

- As suspension rates continue to decline, how is the district ensuring that every student, particularly those historically overrepresented in discipline data, experiences a safe, supportive, and inclusive school environment, and what systemic conditions continue to contribute to differences in discipline outcomes across schools and student groups?
- How might the district deepen its understanding of how its attendance system, including expanded staffing, student supports, and engagement strategies, is experienced across student groups? What evidence would help determine which system conditions are contributing to improved attendance for some groups (e.g., English Learners) while chronic absenteeism remains disproportionately high for Foster Youth, African American students, and Students with Disabilities?

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 27,842 ADA for the current fiscal year, or a 1.9 percent decrease from the certified 2025-26 P-2 ADA. For 2027-28, the district projects a 1.6 percent decrease in ADA. For 2028-29, the district projects a 1.1 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 2.87 percent, 0.00 percent, and 0.00 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 $12.4 million in 2026-27, $29.7 million in 2027-28, and $42.7 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 23, 2026, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2026-27 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 Moreno Valley 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.