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

DATE: August 28, 2026

TO: Dr. Ward Andrus, District Superintendent
Mr. Nicolas Pardue, Board President
Mr. Darren Daniel, Deputy Superintendent
Mr. James Whittington, Chief Financial Officer
Ms. Faythe Mutchnick-Jayx, Assistant Superintendent, Educational Services
Murrieta 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.

Murrieta 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]	21,712	11,704	1,090		78	178	4,178
Enrollment Percent 2025[1]		53.9	5.0		0.4	0.8	19.2
English Language Arts (ELA) Distance from Proficiency 2025[2]	27.9	10.2	-21.1	-71.3	-42.9	-13.6	-53.0
Mathematics Distance from Proficiency 2025[2]	-11.6	-30.7	-45.9	-136.1	-110.4	-62.6	-90.5
Science Points 2025[2]	60.3	57.5	49.8	39.5	45.0	58.3	44.6
English Learner Progress Indicator 2025[2]			51.5	49.8			
Graduation Rate 2025[2]	97.8	97.1	95.8	95.6		86.8	90.7
College/Career Indicator Rate 2025[2]	64.0	56.7	27.1	22.2		34.0	21.5
A-G Completion Rate 2025[2]	60.5	52.7	32.4	31.1		35.8	18.3
Career Technical Education (CTE) Completion Rate 2025[2]	16.4	14.9	7.0	8.9		11.3	9.6
Chronic Absenteeism Rate 2025[2]	16.8	21.2	16.4	18.6	30.6	31.0	22.9
Suspension Rate 2025[2]	2.4	2.9	2.9	6.2	9.0	6.0	3.9

[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.

Murrieta 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]	21,712	50	884	1,125	792	9,394	118	7,123	1,854
Enrollment Percent 2025[1]		0.2	4.1	5.2	3.6	43.3	0.5	32.8	8.5
English Language Arts (ELA) Distance from Proficiency 2025[2]	27.9	-0.8	67.1	-0.9	58.9	12.9	26.4	40.9	38.2
Mathematics Distance from Proficiency 2025[2]	-11.6	-21.6	46.0	-54.0	26.2	-30.0	-25.1	3.2	3.6
Science Points 2025[2]	60.3		68.2	53.6	66.8	57.1	60.4	63.2	63.0
Graduation Rate 2025[2]	97.8		98.4	98.2	97.4	97.7	100.0	98.4	94.4
College/Career Indicator Rate 2025[2]	64.0		73.0	49.1	89.5	58.4	58.3	68.9	71.1
A-G Completion Rate 2025[2]	60.5		68.8	53.5	86.8	55.6	50.0	62.9	67.6
Career Technical Education (CTE) Completion Rate 2025[2]	16.4		20.3	10.5	23.7	15.1	50.0	18.3	12.7
Chronic Absenteeism Rate 2025[2]	16.8	40.0	7.2	21.1	9.6	19.0	29.1	15.6	14.7
Suspension Rate 2025[2]	2.4	13.7	1.3	5.6	0.7	2.4	1.6	1.9	2.7
[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:

Student Success in Academics

The district is to be commended for establishing a comprehensive literacy improvement system that extends beyond isolated intervention by investing in collaborative planning, instructional coaching, English Learner professional learning, common assessments, and Tier 2 supports. This system has contributed to the district's increased performance in English language arts (ELA) on the 2025 California School Dashboard, as well as measurable gains among English Learners, Foster Youth, and Homeless Youth. The district is also to be commended for demonstrating strong growth in elementary literacy, particularly in grade five. Especially notable were gains among historically underserved student groups, including English Learners, African American students, and Students with Disabilities, reflecting meaningful progress toward more equitable student outcomes.

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 deepen its understanding of the distinct instructional experiences and learning needs of Long-Term English Learners to inform refinements that accelerate both language development and academic achievement?
- How might the district examine the instructional, organizational, and leadership conditions contributing to improved outcomes for English Learners, Long-Term English Learners, and Foster Youth, and how can those learnings inform continuous improvement across the district?
- How might the district deepen its understanding of the instructional, systemic, and environmental factors influencing math outcomes for Foster Youth, and use that information to strengthen supports that accelerate achievement for this student group?

<u>Student Access, Enrollment, and Success in Rigorous Coursework</u>

The district is to be commended for implementing a coherent college and career readiness system that aligns counseling, Advancement Via Individual Determination (AVID), Career Technical Education (CTE), A-G monitoring, career exploration, and the Profile of a Graduate. These coordinated efforts have contributed to increased participation in rigorous pathways and strong student outcomes. These results reflect sustained progress in 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 the district's sustained focus on English Learners and Long-Term English Learners, how might the district evaluate which strategies have had the greatest impact on increasing equitable access to and success in rigorous coursework, and how are those findings informing future implementation?
- How might the district evaluate its systems for course planning, academic advising, and student support to better understand how students access, persist in, and successfully complete A-G, Honors, Advanced Placement (AP)/International Baccalaureate (IB), and Career Technical Education (CTE) pathways, specifically African American students, English Learners, and Long-Term English Learners?
- In what ways might the district examine both academic and non-academic barriers experienced by Homeless Youth to better understand how access to credit recovery, rigorous coursework, and wraparound supports contributes to equitable graduation outcomes?

Student Engagement and School Climate

The district is to be commended for its continued implementation of Multi-Tiered System of Supports (MTSS), Positive Behavioral Intervention and Supports (PBIS), mental health supports, and targeted interventions, reflecting a proactive, systemwide approach to fostering safe and supportive learning environments.

The district is commended for strengthening its attendance systems through MTSS, Tier 2 attendance teams, and coordinated site-based supports, which have contributed to districtwide improvement in chronic absenteeism.

The district is also to be commended for embedding supports for English Learners (ELs) and Long-Term English Learners (LTELs) within a coherent system of student engagement that integrates English language development (ELD), MTSS, attendance monitoring, and family engagement. These coordinated efforts contributed to notable reductions in chronic absenteeism among ELs and LTELs.

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

- Although districtwide suspension rates continue to improve, how might the district deepen its understanding of how historically underserved student groups, including American Indian students, African American students, Foster Youth, and Homeless Youth, experience school climate, belonging, and discipline systems, and what evidence is informing continuous refinement to reduce persistent disparities?
- As districtwide attendance improves, how might the district evaluate the effectiveness of its MTSS and attendance systems in reducing barriers to engagement for student groups experiencing the highest rates of chronic absenteeism, and what evidence is guiding refinement of those supports over time?
- ELs and LTELs have demonstrated improvements in engagement, while English Learner Progress Indicator (ELPI) outcomes declined. How might the district examine the relationship among student engagement, language development, and academic success to better understand how district systems can be strengthened to support long-term outcomes for these student groups?
- How might the district continue to strengthen cross-functional systems to ensure Foster Youth experience coordinated academic, attendance, behavioral, and wellness supports that collectively contribute to improved educational outcomes?

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 19,913 ADA for the current fiscal year, or a 1.9 percent decrease from the certified 2025-26 P-2 ADA. For 2027-28 and 2028-29, the district projects a 1.5 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 4.31 percent, 3.30 percent, and 3.09 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. For the unrestricted General Fund, the district projects no deficit spending in the current or two subsequent fiscal years.

Employee Negotiations – As of the board date, June 16, 2026, the district reports salary and benefit negotiations are complete with the classified bargaining unit for the 2026-27 fiscal year.

As of the board date, June 16, 2026, the district reports salary and benefit negotiations continue with the certificated bargaining unit 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 Murrieta 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.