



**Riverside County
Board of Education**

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DATE: August 28, 2026

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

Menifee 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 2025 ¹	12,253	7,767	945		81	277	1,920
Enrollment Percent 2025 ¹		63.4	7.7		0.7	2.3	15.7
English Language Arts (ELA) Distance from Proficiency 2025 ²	-8.1	-19.1	-44.6	-89.4	-34.2	-58.3	-81.0
Mathematics Distance from Proficiency 2025 ²	-33.8	-45.5	-67.3	-135.9	-75.8	-82.1	-104.6
Science Points 2025 ²	54.8	52.1	46.3	37.1		43.1	40.6
English Learner Progress Indicator 2025 ²			51.9	58.6			
A-G Completion Rate 2025 ²							
Career Technical Education (CTE) Completion Rate 2025 ²							
Chronic Absenteeism Rate 2025 ²	11.5	13.7	10.1	18.9	22.4	23.3	17.9
Suspension Rate 2025 ²	2.7	3.1	2.9	3.5	9.9	5.4	4.6

¹2025 California School Dashboard Downloadable Enrollment File (No LTEL Data Available)

²2025 California School Dashboard/Dashboard Additional Report Downloadable Data Files

Note: Blanks indicate that no public data is available for this data point.

Menifee Union 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	12,253	22	288	725	477	6,350	54	2,719	812
Enrollment Percent 2025 ¹		0.2	2.4	5.9	3.9	51.8	0.4	22.2	6.6
English Language Arts (ELA) Distance from Proficiency 2025 ²	-8.1	-7.8	31.5	-31.3	44.9	-19.5	-2.3	3.0	4.1
Mathematics Distance from Proficiency 2025 ²	-33.8	-36.4	18.8	-71.2	25.0	-46.6	-48.7	-16.9	-18.8
Science Points 2025 ²	54.8		63.9	49.1	69.0	50.9	48.9	58.8	60.7
A-G Completion Rate 2025 ²									
Career Technical Education (CTE) Completion Rate 2025 ²									
Chronic Absenteeism Rate 2025 ²	11.5	16.0	3.8	13.8	4.0	12.0	26.4	11.7	11.4
Suspension Rate 2025 ²	2.7	0.0	1.9	6.6	2.2	2.4	3.8	2.3	2.9
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 implementing a comprehensive instructional improvement strategy that aligns Multi-Tiered System of Supports (MTSS), instructional coaching, professional learning communities (PLCs), structured literacy, mathematics improvement, and data-driven decision making to strengthen Tier I instruction and respond to the needs of diverse learners.

The district is also commended for demonstrating measurable improvement in student academic achievement while implementing a coherent system of instructional support.

Districtwide mathematics performance improved, and multiple student groups demonstrated academic gains, reflecting the district’s sustained investment in MTSS, instructional coaching, literacy initiatives, targeted interventions, and support for English learners.

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

- Which instructional practices have contributed most significantly to recent academic gains, and how is the district ensuring those practices are implemented consistently across all schools?
- How is the district evaluating both the effectiveness of its instructional initiatives and its implementation fidelity to determine which strategies are producing the greatest improvements in student achievement?
- As achievement gaps persist for some student groups, particularly Students with Disabilities, what additional system-level strategies are being considered to strengthen Tier I instruction and accelerate student outcomes?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for expanding access to Career Technical Education (CTE) pathways and for strengthening college and career readiness opportunities for students. Over the past year, the district has increased CTE pathways at middle schools, providing more students with opportunities to explore careers before high school.

The district is commended for increasing access to rigorous learning opportunities for historically underserved student groups. Participation of Students with Disabilities in advanced electives increased, reflecting the district’s commitment to expanding equitable access to challenging coursework.

The district is to be commended for developing a comprehensive approach to college and career readiness by strengthening alignment among instructional programs, career exploration, community partnerships, and postsecondary planning. The LCAP demonstrates intentional efforts to prepare students for future opportunities through project-based learning, career exploration activities, and expanded partnerships that connect students to college and career pathways.

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:

- As access to rigorous coursework and CTE pathways continues to expand, how is the district monitoring participation, persistence, and successful completion across student groups to ensure equitable outcomes?
- How is the district evaluating whether elementary and middle school instructional initiatives are increasing students’ readiness for future participation in A-G coursework, Advanced Placement (AP), Dual Enrollment, and other advanced learning opportunities?

- What systemwide practices are in place to ensure students enrolling in rigorous coursework receive the academic advising, instructional supports, and encouragement needed to successfully complete those opportunities?

Student Engagement and School Climate

The district is to be commended for implementing a comprehensive system of support that has contributed to improvements in student attendance and engagement. Districtwide chronic absenteeism declined, while positive attendance increased, reflecting meaningful progress toward improving student engagement and school climate. Student groups experiencing notable improvements include Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic students, and Foster Youth.

The district is also commended for creating multiple opportunities for educational partner engagement and continuous improvement. The district's use of Panorama surveys, student focus groups, advisory committees, and MTSS leadership structures demonstrates an intentional effort to incorporate community voices into refining school climate, student engagement, and district decision-making.

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

- What is the throughline between districtwide attendance and engagement practices, such as counseling services, family engagement, MTSS, Positive Behavioral Interventions and Supports (PBIS), restorative practices, and community partnerships, that have contributed most significantly to recent improvements, and how will the district sustain and scale those practices across all schools?
- How is the district measuring the relationship between improved attendance, student engagement, and academic achievement to better understand the long-term impact and sustainability of its student support systems?
- As some student groups continue to experience disproportionately higher rates of chronic absenteeism and other school climate indicators, what additional analyses are informing future system-level strategies to strengthen concrete actions that support belonging, engagement, and student success?

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 11,976 ADA for the current fiscal year, or a 1.3 percent decrease from the certified 2025-26 P-2 ADA. For 2027-28, the district projects a 1.1 percent decrease in ADA. For 2028-29, the district projects a 0.9 percent increase 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 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. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$0.3 million in 2027-28, and \$1.4 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 16, 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 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. 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.