



**Riverside County
Board of Education**

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DATE: August 28, 2026

TO: Dr. Kimberly Velez, District Superintendent
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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: 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.

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 2025 ¹	26,298	9,515	1,341		77	139	4,248
Enrollment Percent 2025 ¹		36.2	5.1		0.3	0.5	16.2
English Language Arts (ELA) Distance from Proficiency 2025 ²	27.9	1.3	-21.9	-73.3	-62.6	-46.3	-63.9
Mathematics Distance from Proficiency 2025 ²	-7.7	-36.0	-47.1	-126.3	-99.1	-94.0	-96.7
Science Points 2025 ²	60.1	55.0	48.3	38.4	43.7	48.6	42.2
English Learner Progress Indicator 2025 ²			52.8	55.7			
Graduation Rate 2025 ²	95.8	92.7	85.1	91.2	81.8	84.6	85.3
College/Career Indicator Rate 2025 ²	75.3	64.2	47.9	52.3	18.2	51.0	37.7
A-G Completion Rate 2025 ²	67.9	56.8	36.4	41.2	18.2	44.2	31.6
Career Technical Education (CTE) Completion Rate 2025 ²	19.9	17.0	9.1	10.3	0.0	17.3	13.0
Chronic Absenteeism Rate 2025 ²	15.5	21.8	15.1	22.3	37.2	41.5	23.2
Suspension Rate 2025 ²	2.2	3.2	2.4	6.3	13.6	3.8	4.1

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.

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 2025 ¹	26,298	162	1,726	919	1,204	10,119	79	9,483	2,598
Enrollment Percent 2025 ¹		0.6	6.6	3.5	4.6	38.5	0.3	36.1	9.9
English Language Arts (ELA) Distance from Proficiency 2025 ²	27.9	-12.1	70.8	3.3	58.3	8.4	7.9	36.5	38.2
Mathematics Distance from Proficiency 2025 ²	-7.7	-68.1	60.3	-48.3	22.5	-34.1	-46.2	4.6	5.3
Science Points 2025 ²	60.1	46.0	71.4	53.9	65.6	55.6	52.8	62.2	63.1
Graduation Rate 2025 ²	95.8	81.5	98.0	94.1	96.7	94.7		96.8	96.3
College/Career Indicator Rate 2025 ²	75.3	48.1	92.7	61.9	82.0	67.6		79.2	82.7
A-G Completion Rate 2025 ²	67.9	37.0	80.3	58.8	79.5	61.0		71.9	72.7
Career Technical Education (CTE) Completion Rate 2025 ²	19.9	11.1	26.3	16.5	23.0	14.9		23.0	24.5
Chronic Absenteeism Rate 2025 ²	15.5	40.3	7.1	20.3	8.8	18.3	36.5	14.2	14.2
Suspension Rate 2025 ²	2.2	5.9	1.3	3.9	1.2	2.5	2.2	1.8	2.1
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 maintaining strong academic performance while continuing to prioritize closing performance gaps among student groups. The district's Annual Goal Analysis reflects a commitment to continuous improvement by evaluating and refining

instructional strategies and supports to strengthen student outcomes in English language arts (ELA) and mathematics.

The district is commended for continuing to strengthen its instructional program by intentionally aligning professional learning, instructional coaching, Language Essentials for Teachers of Reading and Spelling® (LETRS) implementation, pacing guides, benchmark assessments, and classroom instructional practices to strengthen Tier I instruction in ELA and mathematics.

The district is also to be commended for increasing student success in Advanced Placement (AP) coursework. Districtwide AP examination success increased with particularly notable gains among Socioeconomically Disadvantaged students and American Indian students.

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 which instructional practices are producing the strongest outcomes for English Learners, Students with Disabilities, Foster Youth, and other student groups, and how might those practices be implemented consistently across schools to increase student opportunity and reduce achievement gaps, especially for those student groups whose outcomes remain below district averages?
- How might the district continue evaluating the effectiveness of professional learning, instructional coaching, and collaborative planning to determine which practices are producing the greatest improvements in Tier I instruction and student outcomes, particularly for English Learners, Students with Disabilities, and Foster Youth?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for preparing students for postsecondary success. Strong outcomes were demonstrated among Hispanic students, Socioeconomically Disadvantaged students, and Long-Term English Learners, demonstrating the district's continued commitment to preparing students for college and career success.

The district is commended for aligning significant resources to strengthen college and career readiness. Investments in Career Technical Education (CTE), Advancement Via Individual Determination (AVID), counseling supports, and expanded course access demonstrate a clear and growing commitment to ensuring that students have access to, and succeed in, rigorous coursework across multiple pathways.

The district is also to be commended for strengthening AP opportunities and supporting student success in rigorous coursework through coordinated academic planning and flexible pathways that prepare 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:

- How might the district continue to evaluate which systems and strategies are having the greatest impact on increasing both access to and successful completion of college and career pathways for historically underserved student groups?
- What factors might be contributing to differences in College/Career Indicator (CCI) preparedness among student groups, and how might continued analysis of those factors inform future planning?

Student Engagement and School Climate

The district is to be commended for implementing a coordinated system of student supports through Multi-Tiered System of Supports (MTSS), restorative practices, school-based intervention teams, and ongoing monitoring of attendance, behavior, and student well-being to strengthen student engagement and improve outcomes.

The district is commended for maintaining low suspension rates while continuing to reduce chronic absenteeism through coordinated implementation of MTSS, Positive Behavioral Interventions and Supports (PBIS), attendance monitoring, and dedicated student support personnel.

The district is also to be commended for strengthening family engagement while continuing to expand supports that promote safe, inclusive, and welcoming learning environments for students and families.

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 the district examine why practices associated with positive school climate and student engagement appear to produce different outcomes across schools and student groups, and use those findings to strengthen systems that respond to identified local needs?
- How might the district continue evaluating which adult practices and implementation strategies are having the greatest impact on improving student engagement, school connectedness, attendance, and behavior across all student groups?

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 24,530 ADA for the current fiscal year, or a 1.6 percent decrease from the certified 2025-26 P-2 ADA. For 2027-28 and 2028-29, the district projects a 1.2 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. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$18.3 million in 2026-27, \$21.9 million in 2027-28, and \$16.3 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 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 the board-required reserve 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.