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

DATE: August 28, 2026

TO: Mr. John Huber, District Superintendent
Mr. Ken French, Board President
Mr. Seth Heeren, Assistant Superintendent, Business Services
Ms. Erica Williams, Director of Educational Services and ELOP
Nuview Union School District

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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)].

<u>Adopted Local Control and Accountability Plan</u>

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.

Nuview 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]	1,557	1,376	454		15	177	239
Enrollment Percent 2025[1]		88.4	29.2		1.0	11.4	15.4
English Language Arts (ELA) Distance from Proficiency 2025[2]	-27.9	-33.1	-54.3	-76.1		-50.0	-96.4
Mathematics Distance from Proficiency 2025[2]	-63.7	-68.9	-88.4	-138.2		-81.2	-122.2
Science Points 2025[2]	49.3	47.8	42.8	30.8		42.5	37.9
English Learner Progress Indicator 2025[2]			38.0	50.0			
A-G Completion Rate 2025[2]							
Career Technical Education (CTE) Completion Rate 2025[2]							
Chronic Absenteeism Rate 2025[2]	19.4	20.2	16.1	22.5	23.8	23.4	25.1
Suspension Rate 2025[2]	4.4	4.3	3.4	10.8	4.3	4.2	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.

Nuview 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]	1,557	2	9	16	5	1,327	7	144	47
Enrollment Percent 2025[1]		0.1	0.6	1.0	0.3	85.2	0.4	9.2	3.0
English Language Arts (ELA) Distance from Proficiency 2025[2]	-27.9					-32.8		-2.8	-6.0
Mathematics Distance from Proficiency 2025[2]	-63.7					-68.4		-41.5	-43.8
Science Points 2025[2]	49.3					47.4		58.5	50.0
A-G Completion Rate 2025[2]									
Career Technical Education (CTE) Completion Rate 2025[2]									
Chronic Absenteeism Rate 2025[2]	19.4			52.9		19.3		18.5	18.0
Suspension Rate 2025[2]	4.4			11.1		4.2		8.6	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 demonstrating continued academic growth on the 2025 California School Dashboard. The district demonstrated strong improvement in mathematics, with particular gains among English Learners and Students with Disabilities. The district further strengthened these efforts by investing Learning Recovery Emergency Block Grant (LREBG) funds to maintain lower class sizes, reduce combination classes, and increase instructional support for unduplicated students. Additionally, the district enhanced its English Learner program through dedicated data analysis days and targeted supports designed to improve academic achievement 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:

- How might the district continue to strengthen professional learning in mathematics, English language development (ELD), and quality best first instruction to accelerate academic growth for English Learners and Students with Disabilities?
- What might it look like to identify and expand the targeted intervention strategies that are producing the strongest academic outcomes for English Learners, Students with Disabilities, and students experiencing homelessness?
- How might the district strengthen its staff recruitment and retention systems to build educator capacity to strengthen mathematics and English language arts (ELA) teaching and learning for all students?
- What might it look like to establish a system of ongoing data conversations that engages educators and students in using diagnostic assessment data to inform goal setting and accelerate learning in mathematics and ELA?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is commended for strengthening equitable access to rigorous, standards-aligned learning experiences through intentional investments in Science, Technology, Engineering, and Mathematics (STEM) and art education, expanded learning opportunities, enrichment programs, professional learning in mathematics and ELD, and targeted interventions that build a strong academic foundation for future success. These efforts have expanded meaningful opportunities for unduplicated students to participate in challenging, engaging learning experiences that prepare them for rigorous coursework as they transition to high school. Additionally, enrollment in the Beyond the Bell expanded learning program increased by almost a third, providing many additional students with access to academic and enrichment opportunities beyond the regular school day.

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 strengthen Tier I instruction and the use of differentiated supports to ensure that all students, particularly English Learners, Long-Term English Learners, and Students with Disabilities, are consistently engaging with rigorous, grade-level content, while receiving the scaffolds needed for success?
- How might the district further strengthen its TK-8 college and career readiness continuum by intentionally connecting Science, Technology, Engineering, Arts, and Mathematics (STEAM), expanded learning opportunities, and career exploration experiences to the knowledge and skills students will need for success in high school and beyond?
- In what ways might the district leverage instructional technology to expand equitable access to personalized and rigorous learning experiences that provide authentic

opportunities for students to create, demonstrate their thinking, and prepare for success in an increasingly digital and Artificial Intelligence (AI)-enabled world?

Student Engagement and School Climate

The district is to be commended for notable improvements in school climate and student engagement, as well as increased stakeholder perceptions of safety and involvement. Districtwide implementation of Positive Behavioral Interventions and Supports (PBIS) has contributed to improved climate outcomes, including decreased suspension rates among Foster Youth and Students with Disabilities. At the middle school level, suspension rates for all students decreased notably. The district's overall chronic absenteeism rate improved, with particularly strong gains among English Learners, Homeless Youth, and Socioeconomically Disadvantaged students. In addition, local survey data indicate increased educational partner engagement, including notable increases in parent involvement and in students reporting that they feel safe at school.

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 evaluate the effectiveness of its expanded attendance strategies to determine which approaches have the greatest impact on reducing chronic absenteeism for Long-Term English Learners and unduplicated student groups?
- How might the district identify specific PBIS practices or tiered supports that contributed to reductions in suspension rates for Foster Youth and Students with Disabilities, enabling refinement and expansion?
- What systems might the district develop to monitor student, staff, and family perceptions of engagement and use that feedback to strengthen school climate, connectedness, and opportunities for meaningful participation for all students?

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 1,484 ADA for the current fiscal year, or no change from the certified 2025-26 P-2 ADA. For 2027-28 and 2028-29, the district projects to remain flat 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, 3.06 percent, and 3.34 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 $0.5 million in 2027-28 and $0.4 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 11, 2026, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2026-27 fiscal year.

Reserve for Economic Uncertainties – The minimum state-required reserve for a district of Nuview Union School District's size is 3.0 percent; however, the governing board requires the district maintain a 10.0 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.

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.