



**Riverside County  
Board of Education**

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**DATE:** August 30, 2024

**TO:** Dr. Gary W. Woods, District Superintendent  
Temecula Valley Unified School District Board Members  
Mrs. Nicole Lash, Assistant Superintendent, Business Support Services  
Dr. Kimberly Velez, Assistant Superintendent, Educational Support Services  
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: 2024-25 LCAP and ADOPTED BUDGET – APPROVAL**

The County Superintendent of Schools is required to review and approve the district's Local Control and Accountability Plan or the annual update to an existing Local Control and Accountability Plan prior to 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 2024-25 Local Control and Accountability Plan (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 2024-25 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	English Learner	Socioeconomically Disadvantaged	Students with Disabilities	Foster Youth	Homeless Youth
Enrollment Count 2023 <sup>1</sup>	26,538	1,433	7,244	3,961	95	132
Enrollment Percent 2023 <sup>1</sup>	N/A	5.4	27.3	14.9	0.4	0.5
English Language Arts (ELA) Distance from Standard 2023 <sup>2</sup>	24.1	-39.5	-6.9	-68.0	-73.0	-28.3
Mathematics Distance from Standard 2023 <sup>2</sup>	-14.0	-65.2	-44.7	-104.1	-106.6	-77.8
English Learner Progress Indicator 2023 <sup>2</sup>	N/A	51.0	N/A	N/A	N/A	N/A
Graduation Rate 2023 <sup>2</sup>	93.9	87.0	90.1	79.9	54.5	87.8
A-G Completion Rate 2023 <sup>2</sup>	66.3	29.6	52.0	19.8	27.3	36.6
Career Technical Education (CTE) Completion Rate 2023 <sup>2</sup>	11.1	4.6	9.3	7.3	0.0	0.0
Chronic Absenteeism Rate 2023 <sup>2</sup>	21.4	23.2	29.2	28.6	30.9	43.5
Suspension Rate 2023 <sup>2</sup>	2.8	3.8	4.3	6.0	15.0	7.5
<sup>1</sup> 2023 California School Dashboard Downloadable Enrollment File						
<sup>2</sup> 2023 California School Dashboard/Dashboard Additional Report Downloadable Data Files						
* Data Suppressed for Student Privacy Reasons						

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 2023 <sup>1</sup>	26,538	181	1,513	931	1,300	9,774	70	10,059	2,706
Enrollment Percent 2023 <sup>1</sup>	N/A	0.7	5.7	3.5	4.9	36.8	0.3	37.9	10.2
English Language Arts (ELA) Distance from Standard 2023 <sup>2</sup>	24.1	-28.0	64.6	-9.2	58.1	3.6	11.2	34.2	34.5
Mathematics Distance from Standard 2023 <sup>2</sup>	-14.0	-84.0	52.0	-53.4	20.8	-38.6	-7.0	-3.0	-4.2
English Learner Progress Indicator 2023 <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate 2023 <sup>2</sup>	93.9	94.4	94.9	93.3	96.6	92.5	*	94.1	95.8
A-G Completion Rate 2023 <sup>2</sup>	66.3	38.9	79.7	52.8	78.8	60.0	*	70.1	66.2
Career Technical Education (CTE) Completion Rate 2023 <sup>2</sup>	11.1	5.6	11.0	5.6	13.7	10.5	*	12.0	10.5
Chronic Absenteeism Rate 2023 <sup>2</sup>	21.4	43.5	10.7	20.6	12.2	25.8	25.0	20.3	18.7
Suspension Rate 2023 <sup>2</sup>	2.8	7.7	1.5	5.5	0.8	3.5	1.3	2.2	3.0
<sup>1</sup> California School Dashboard/Dashboard Additional Report Files <sup>2</sup> CDE Dataquest and Files * Data Suppressed for Student Privacy Reasons									

We offer the following commendations and inquiry questions to consider for the implementation of the 2024-25 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 its unwavering focus on student academic achievement and the building of support systems ranging from direct student support and additional specialized staff positions to educational leader support. Strengthening best first instruction through teacher support and training continues to be a cornerstone of this year’s LCAP. Staff

feedback substantiated the high-value teachers placed on the professional development they received.

The district is to be commended for the intentional use of data analysis and educational partner input to drive LCAP goals and actions. The goals and actions of the district’s LCAP target performance measures of unduplicated students while balancing support for students with disabilities and all students in general. The redesign from semester to quarter grading periods at Rancho Vista High School to provide students with accelerated access to credit recovery opportunities is a notable example of a strategic action taken to address a specific need.

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

- As the district implements both the specialized and general supports outlined in this year’s LCAP, in what ways might data be used to specifically evaluate program effectiveness for unduplicated students in the context of academic support for all students?
- Dashboard data indicates that gaps in academic performance across unduplicated students and students with disabilities persist. How might the district identify the high-leverage, high-impact supports currently available to students and teachers and work to take them to scale across student groups and school sites?

### **Student Access, Enrollment, and Success in Rigorous Coursework**

The district is to be commended for its continuing commitment to high academic expectations for all students as demonstrated by county-leading performance in Advanced Placement, California Assessment of Student Performance and Progress (CAASPP), and Early Assessment Program (EAP) scores. The district has fully implemented a guaranteed and viable curriculum across core content areas, including visual and performing arts and career technical education, and is now focusing on full implementation of the Next Generation Science Standards (NGSS).

The district is commended for providing focused English language arts and mathematics instructional support to teachers and students as evidenced by the deployment of strategic support staff, e.g., K-5 literacy specialists, education assistants, English Learner Coordinator, elementary intervention specialists, supplemental math specialists, and math progress monitoring positions. The district is to be commended for its multi-faceted approach to improving student learning by strengthening teacher practice and supporting teachers with additional resources in the form of academic support staff.

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 support provided by instructional coaches, principal on special assignment (POSA), and teachers on special assignment (TOSAs) to integrate English Language Arts (ELA)/English Language Development (ELD) and science accelerate the full implementation of the NGSS curriculum?

- There is an intentional focus for English Language Arts Specialists at the middle school to provide designated and integrated instruction to middle school English Learner (EL) and Long-Term English Learner (LTEL) students. How might ELA Specialists be leveraged to support English Learners and their core content teachers with integrated ELD instruction in other content areas (i.e., math, social studies, science)?

### **Student Engagement and School Climate**

The district deserves commendation for its overt focus on improving student attendance which resulted in a drop in chronic absenteeism for all students with the largest improvement for Foster Youth. The overall decrease of 4.7 percent, resulting in a rate of 21.4 percent as reflected on the 2023 Dashboard (yellow indicator), is a significant achievement and a testament to the district's unwavering commitment to student success and well-being.

The district is also to be commended for the strategic emphasis on chronic absenteeism at every site and the diligent monthly monitoring at the district level has been instrumental. The variety of strategies employed, including class and grade-level rewards, attendance campaigns, personalized phone calls and letters, and School Attendance Review Team (SART) and School Attendance Review Board (SARB) meetings, demonstrate a comprehensive and student-centered approach to promoting positive attendance. Additionally, the district is to be commended for providing additional school-level staff (Tier II Behavior Assistants) and access to free outside counseling services to support students' social-emotional learning needs.

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 enhance its current strategies to improve attendance rates among the English Learner, Students with Disabilities, Socioeconomically Disadvantaged student groups, and other identified groups at the sites where they are most at risk?
- How might the positive impact of the resources used to reduce chronic absenteeism be linked to increased student academic achievement? What additional data might be needed to link the improvement of student attendance to improvements in student achievement?

To access resources and tools that will support future LCAP development, please go to <https://www.rcoe.us/lcap-support>.

### **Adopted Budget**

In accordance with California Education Code (EC) Section 42127, our office has completed its review of the district's 2024-25 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 2024-25 fiscal year, as well as satisfy its multi-year financial commitments.

Based on our analysis of the information submitted, we approve the district's budget, but would like to highlight the following:

*Enrollment and Average Daily Attendance (ADA)* – The district estimates 24,826 ADA for the current fiscal year, or a 0.3 percent increase from the certified 2023-24 P-2 ADA. For 2025-26 and 2026-27, the district projects a 0.1 percent increase 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 1.07 percent, 2.93 percent, and 3.08 percent for the 2024-25, 2025-26, and 2026-27 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2024-25 State Budget.

*Unrestricted Deficit Spending* – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2024-25 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$13.5 million in 2024-25, \$12.5 million in 2025-26, and \$10.7 million in 2026-27. 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 13, 2024, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2024-25 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 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 2024-25 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.

*AB 2756* – Current law, as enacted through AB 2756 (Chapter 52, Statutes of 2004), requires the County Superintendent to review and consider any studies, reports, evaluations, or audits that may contain evidence a district is showing 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.