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OFFICE OF EDUCATION

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DATE: August 25, 2021

TO: Dr. Martinrex Kedziora, District Superintendent
Mr. Darrell Peeden, Board President
Ms. Susana Lopez, Chief Business Official
Mrs. Maribel Mattox, Chief Academic Officer
Moreno Valley Unified School District

FROM: Edwin Gomez, Ed.D., Riverside County Superintendent of Schools

BY: Scott Price, Ph.D.  Amanda Corridan 
Chief Business Official Chief Academic Officer
(951) 826-6790 (951) 826-6648

SUBJECT: 2021-22 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 2021-22 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; and
- The plan adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated pupils.

The district's adopted LCAP has been analyzed in the context of the guidance provided by the California County Superintendents Educational Services Association (CCSESA) and the California Department of Education (CDE). Based on our analysis, the district's Local Control and Accountability Plan for the 2021-22 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 your refinement of the 2021-22 Local Control and Accountability Plan 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 needed to be successful in both college and career. Riverside County Office of Education conducted a review of research on K-12 college readiness indicators to identify those that would align with the LCAP purpose and have greatest impact. As a result of this research, we recommend that local education agencies (LEAs) closely monitor the metrics listed in the data tables below for all student groups.

Moreno Valley Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2020 ¹	32,281	27,376	6,200	347	5,628	4,426
Enrollment Percentage 2020 ¹	N/A	84.8%	19.2%	1.1%	17.4%	13.7%
ELA Distance from Standard 2019 ¹	-40.5	-42.3	-59.2	-78.2	-56.9	-123.0
Math Distance from Standard 2019 ¹	-71.6	-72.5	-83.8	-108.9	-89.2	-147.6
English Language Progress Indicator Rate 2019 ¹	N/A	N/A	46.3%	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 ^{2†}	N/A	N/A	3.1%	N/A	N/A	N/A
Graduation Rate 2020 ¹	91.4%	91.1%	79.9%	77.8%	87.7%	77.7%
College and Career Prepared Rate 2020 ¹	36.2%	34.4%	14.2%	16.3%	27.3%	7.2%
A-G Completion Rate 2020 ²	42.9%	40.6%	29.8%	18.2%	35.3%	13.7%
CTE Completion Rate 2020 ¹	8.1%	7.9%	4.1%	4.7%	6.3%	6.1%
Dropout Rate 2020 ²	5.4%	5.7%	13.6%	21.3%	9.3%	4.8%
Chronic Absenteeism Rate 2019 ¹	16.3%	16.3%	12.5%	18.0%	21.4%	22.4%
Suspension Rate 2020 ²	3.9%	3.9%	3.3%	10.9%	4.9%	6.8%
Expulsion Rate 2020 ²	0.01%	0.02%	0.03%	0.00%	0.00%	0.02%
¹ California School Dashboard Data Files ² CDE Dataquest and Files †Indicator Includes Charter Schools Within the District *Data Suppressed for Student Privacy Reasons						

Moreno 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 2020 ¹	32,281	66	439	4,267	400	23,677	233	2,153	929
Enrollment Percentage 2020 ¹	N/A	0.2%	1.4%	13.2%	1.2%	73.3%	0.7%	6.7%	2.9%
ELA Distance from Standard 2019 ¹	-40.5	-49.3	16.3	-60.7	42.5	-42.2	-47.2	-12.4	-30.3
Math Distance from Standard 2019 ¹	-71.6	-78.1	0.6	-96.7	14.0	-73.8	-70.6	-38.8	-56.0
Graduation Rate 2020 ¹	91.4%	*	95.1%	90.8%	100.0%	91.5%	91.3%	89.3%	83.9%
College and Career Prepared Rate 2020 ¹	36.2%	*	67.5%	28.9%	64.9%	35.6%	21.7%	45.8%	33.3%
A-G Completion Rate 2020 ²	42.9%	*	60.5%	37.3%	62.2%	42.4%	33.3%	50.7%	53.8%
CTE Completion Rate 2020 ¹	8.1%	*	10.0%	5.9%	13.5%	8.4%	8.7%	7.2%	10.0%
Dropout Rate 2020 ²	5.4%	*	2.5%	6.0%	0.0%	5.5%	8.3%	4.9%	9.7%
Chronic Absenteeism Rate 2019 ¹	16.3%	24.5%	8.6%	23.6%	4.9%	14.8%	35.3%	15.6%	19.5%
Suspension Rate 2020 ²	3.9%	3.9%	1.3%	7.6%	0.5%	3.3%	4.3%	3.6%	4.5%
Expulsion Rate 2020 ²	0.01%	0.00%	0.00%	0.02%	0.00%	0.02%	0.00%	0.00%	0.00%
¹ California School Dashboard Data Files									
² 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 2021-22 Local Control and Accountability Plan and the refinement of the plan in future years:

Student Academic Success in English Language Arts (ELA) and Mathematics

The district is to be commended for providing access to technology for distance learning as part of the Multi-Tiered System of Supports (MTSS) component for all students. The expansion of the Dual Immersion program in the district is also commendable. In addition, the implementation of full-day kindergarten to support early literacy and the “P3 Read” district initiative is commendable.

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

- How might the Teacher Team Inquiry Cycles used in Comprehensive Support and Improvement inform mathematics lesson design and assessment at other sites?
- How might the Project Moving Forward achievement strategies be replicated in schools across the district?
- What might be the impact of structured action items focused on improving the learning experiences for Students with Disabilities and Foster Youth student groups in mathematics?
- In what ways might Universal Design for Learning (UDL) help focus goals, outcomes, and best practices for targeted student populations?

Course Access and Student Enrollment in Rigorous Coursework and Career Technical Education (CTE) Pathways

The district is to be commended for offering the Middle College Program, which provides students an opportunity to earn an associate’s degree and high school diploma simultaneously. The district is also commended on their implementation plan to increase A-G, Advanced Placement (AP), Dual Enrollment, and additional opportunities in Career Technical Education (CTE) pathways. A-G completion rate for English Learner students has increased by more than 10 percent, with 18.3 percent in 2019 to 29.8 percent completers in 2020. Course offerings within CTE have increased to 24 pathways across the district, including the industry sectors most viable within the community. The district is to be commended for their overall graduation rate increase for class of 2020 with an increase to 91.4 percent for African American students as a result of focused efforts on parent and student engagement.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to course access and student enrollment in rigorous coursework and CTE pathways:

- What measures are in place to monitor progress from the Transcript Audit Process for A-G completion rates with an emphasis on Students with Disabilities, Foster Youth, and Homeless Youth student groups?
- How might the district coordinate a system of monitoring, communicating, and collaborating the variety of programs and their impact?
- How might aligning research-based program findings allow for a shift from remedial models of intervention to acceleration models increase achievement/outcomes for English Learners, Foster Youth, Homeless Youth, African American, and Students with Disabilities student groups?

Pupil Engagement and School Climate

The district is to be commended for the Parent Ambassador program, which reflects the district's demographics, community, and language needs. The district's efforts to increase school connectivity for students through their investment in esports as well as the creation of mentoring programs is also commendable. The district is to be commended for increasing services to students through the hiring of elementary school counselors as well as an additional social worker. The district’s focus on both staff and student care through yoga and wellness opportunities is also to be

commended. The district should also be commended for including the LCAP Student Advisory group with revising the district's mission and vision statements, as well as the creation of their Portrait of a Graduate.

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

- How might the methods of ongoing data collection and monitoring be used to examine student and staff perceptions on school safety?
- How might communication systems and data collection tools be measured for effectiveness and to ensure alignment with the multiple resources designed to support Foster Youth students?
- How might the district continuously measure the impact of additional mentoring services, consulting, school counselors, and the Parent Ambassador program to support at-risk students and unduplicated pupils with engagement, academic improvements, and chronic absenteeism?
- How might the district progress monitor the implementation of wellness strategies and additional personnel across sites to impact student outcomes and provide opportunities to replicate effective practices?

Monitoring Progress

It is recommended that the district utilize a process that continually assesses the progress of each planned action and its effectiveness in achieving the *Desired Outcomes* related to each goal specified in the LCAP. Identifying leading indicators for progress on goals and developing a system to monitor those indicators throughout the year is encouraged. The information received from progress monitoring can support communication with stakeholders and provide information the district will need to clearly articulate, in the *Goal Analysis* section of the plan, the effectiveness of the planned actions/services.

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

Fiscal Recommendations

During our review, we identified opportunities to improve data accuracy between the district's LCAP and fiscal documents. After board adoption, the district revised certain items, which had no material impact on the implementation of the district's plan.

Adopted Budget

The district's Adopted Budget was developed in the context of the Governor's 2021-22 May Revise. Subsequently, the 2021-22 State Budget was adopted, which contained significant differences from the May Revise. The district should update and revise its budget projections to reflect changes in available funding and the associated programming responses.

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 29,093 ADA for the current fiscal year, or a 4.2 percent decrease from the held harmless 2020-21 P-2 ADA. The district projects a 1.4 percent decrease in 2022-23 and a 1.5 percent decrease in 2023-24. 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 incorporates LCFF funding as proposed in the Governor’s 2021-22 May Revision, which includes compounded COLAs of 5.07 percent, 2.48 percent, and 3.11 percent for the 2021-22, 2022-23, and 2023-24 fiscal years, respectively. Subsequent to the district’s Adopted Budget approval, the 2021-22 enacted State Budget increased the concentration grant funding factor from 50 percent to 65 percent, which includes a provision that 15 percent of the grant must be used to increase the number of credentialed or classified staff who provide direct services to pupils. We encourage the district to update its projection of available LCFF funding provided by the enacted state budget and incorporate the stakeholder engagement process in the creation of the district’s one-time supplement to the *Annual Update* of the 2021-22 Local Control and Accountability Plan, which must be board approved on, or before, February 28, 2022.

Unrestricted Deficit Spending – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2021-22 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$11.3 million in 2021-22, \$30.4 million in 2022-23, and \$36.2 million in 2023-24. Our office strongly discourages districts from committing to additional ongoing expenditures without offsetting reductions and stresses the need to begin identifying solutions to reduce any structural deficit.

Employee Negotiations – As of the board date, June 15, 2021, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2021-22 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 Moreno Valley Unified School District’s size is 3.0 percent. The district projects to meet the minimum reserve requirement in the current and 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 2021-22 fiscal year. Should the district identify the need for other 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.

COVID-19 Response Funds – Both the Federal and State governments have provided substantial one-time funding to schools in response to the COVID-19 pandemic, which include specific restrictions on timing and use of the funds. The enacted budget trailer bill extended several timelines for the one-time funding, therefore developing multi-year plans on the use of these funds, as well as capturing additional detail required for federal reporting purposes, will be critical to the district's long-term plan. We encourage districts to begin formulating a plan for these funds that incorporates Federal and State requirements and how the district will mitigate any ongoing expenditures that are planned to be supported by one-time funding.

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.