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OFFICE OF EDUCATION

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DATE: August 25, 2021

TO: Mr. Patrick Kelley, District Superintendent
Mrs. Linda Lunn, Board President
Mr. Bill Olien, Deputy Superintendent
Mr. James Whittington, Chief Financial Officer
Ms. Mary Walters, Assistant Superintendent, Educational Services
Murrieta 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: 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.

Murrieta 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	23,470	8,777	1,194	88	313	3,659
Enrollment Percentage 2020 ¹	N/A	37.4%	5.1%	0.4%	1.3%	15.6%
ELA Distance from Standard 2019 ¹	28.9	3.7	-11.2	-47.0	-0.6	-54.1
Math Distance from Standard 2019 ¹	-2.2	-27.6	-37.0	-71.0	-28.1	-88.7
English Language Progress Indicator Rate 2019 ¹	N/A	N/A	57.9%	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 ^{2†}	N/A	N/A	17.2%	N/A	N/A	N/A
Graduation Rate 2020 ¹	97.3%	96.2%	92.5%	92.9%	92.6%	86.3%
College and Career Prepared Rate 2020 ¹	60.1%	51.2%	27.8%	7.1%	45.6%	12.2%
A-G Completion Rate 2020 ²	65.1%	53.7%	37.0%	18.2%	44.9%	14.3%
CTE Completion Rate 2020 ¹	7.0%	5.1%	2.5%	0.0%	2.9%	4.1%
Dropout Rate 2020 ²	0.5%	0.7%	2.5%	7.7%	1.3%	2.6%
Chronic Absenteeism Rate 2019 ¹	8.7%	12.1%	9.0%	18.1%	18.4%	15.0%
Suspension Rate 2020 ²	1.5%	2.2%	1.5%	5.9%	1.9%	3.2%
Expulsion Rate 2020 ²	0.01%	0.01%	0.00%	0.00%	0.00%	0.00%
¹ California School Dashboard Data Files ² CDE Dataquest and Files [†] Indicator Includes Charter Schools Within the District *Data Suppressed for Student Privacy Reasons						

Murrieta 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	23,470	83	963	1,231	844	9,074	141	9,111	1,854
Enrollment Percentage 2020 ¹	N/A	0.4%	4.1%	5.2%	3.6%	38.7%	0.6%	38.8%	7.9%
ELA Distance from Standard 2019 ¹	28.9	17.9	61.7	0.1	62.4	14.2	5.7	39.8	37.0
Math Distance from Standard 2019 ¹	-2.2	-24.0	47.0	-40.9	41.4	-20.0	-19.7	9.9	9.4
Graduation Rate 2020 ¹	97.3%	*	99.2%	97.5%	100.0%	95.7%	100.0%	98.1%	98.6%
College and Career Prepared Rate 2020 ¹	60.1%	*	74.0%	43.8%	75.3%	53.5%	33.3%	63.8%	70.2%
A-G Completion Rate 2020 ²	65.1%	*	81.0%	53.8%	74.4%	60.6%	60.0%	67.1%	68.8%
CTE Completion Rate 2020 ¹	7.0%	*	6.5%	4.1%	11.8%	5.5%	0.0%	8.1%	9.9%
Dropout Rate 2020 ²	0.5%	*	0.0%	0.0%	0.0%	0.9%	0.0%	0.4%	0.0%
Chronic Absenteeism Rate 2019 ¹	8.7%	22.6%	3.8%	8.1%	5.7%	9.6%	14.5%	8.3%	9.4%
Suspension Rate 2020 ²	1.5%	4.4%	0.9%	3.5%	0.8%	1.7%	0.0%	1.2%	1.5%
Expulsion Rate 2020 ²	0.01%	0.00%	0.00%	0.07%	0.00%	0.00%	0.00%	0.00%	0.05%
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 utilizing Professional Learning Communities (PLCs) to review data and having all sites create equity plans that include training in cultural proficiency and Multi-Tiered System of Supports (MTSS). The district is to be commended for increasing their 2019 Smarter Balanced Summative Assessment results with an 8.2 point increase in mathematics and a

9.4 point increase in ELA for all students as well as Homeless Youth improvements including a 30.5 point increase in ELA and a 43.1 point increase in mathematics. The district is also to be commended for reinstating the Data, Standards, Learning and Instruction Specialist to support their commitment to ensure equitable access to accelerate learning and closing the achievement gap for all unduplicated students and targeted student groups in ELA and mathematics.

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 district develop a system to progress monitor support services provided to Foster Youth, Students with Disabilities, and English Learners?
- In what ways are additional teachers in K-3 helping close the achievement gap for all unduplicated students? How might this practice impact the level of teacher professional development in forthcoming years?
- How might Universal Design Learning (UDL) frameworks enhance the current literacy intervention and acceleration classes?
- How might incorporating evidence-based practices with research-based recommendations shift remedial models of intervention to acceleration models in order to increase equity and access for systematically marginalized students?
- What might a district-wide assessment continuum look like?

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

The district is to be commended for providing opportunities to take advanced coursework with support such as the Summer Bridge, University of California, Riverside (UCR) Advanced Placement (AP) Readiness, California State University, San Marcos Alliance and funding AP examination fees. The plan in place to expand the CTE pathways including Fire Science and the Computer Science Software Engineering pathways with proper articulation with Mount San Jacinto College and California State University, San Marcos with the specific goal to feed into a bachelor's degree in Software Engineering is commendable. The district is also to be commended for their continued efforts with earning the highest graduation rate in Riverside County at 96.9 percent for class of 2020 with an increase for African American students from 95.3 percent in 2019 to 97.5 percent in 2020. Furthermore, the additional sections at the middle school and high school for intervention and/or acceleration, intramurals, and electives offering priority to unduplicated and targeted student groups should be commended.

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:

- How might the district develop a system to monitor the progress of intervention strategies to transition students into non-intervention courses?
- How might the district develop a system to determine the effectiveness of additional high school counselors, Advancement Via Individual Determination (AVID) district Teacher on Special Assignment (TOSA), and the District Student Support Coordinator position to

increase graduation rate, A-G, enrollment in courses of rigor, etc. and meet the needs of Low Income, Foster Youth, English Learner, and Students with Disabilities student groups?

- In what ways has the Instructional Coaching Model helped decrease the "D and F" rate at both the middle and high school levels? What might this process look like over time as the release of responsibility is delegated to teacher-team-leads, department chairs, and/or Professional Learning Communities (PLCs)?
- What would be the impact of integrating family funds of knowledge into curriculum expansion on college and career readiness including the utilization of California College Guidance Initiative (CCGI)?

Pupil Engagement and School Climate

The district is to be commended for the Partnership for Thriving Students and Families (PTSF) group as a voice for pupil engagement and school climate. The district is to be commended for creating an intentional and enhanced plan to provide direct support including tutoring, mental health services, and designing a varied approach to address student's learning environment needs at their alternative education site, Murrieta Canyon Academy, to meet the needs of their unduplicated student population. The district is also to be commended for their intentional focus on Equity, Equitable Practices, and Cultural Proficiency.

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 district engage in a continuous improvement process to implement restorative practices across all sites?
- How might the African American Parent Advisory Council (AAPAC) and Latino Parent Advisory Council (LPAC) contribute to increasing the success rates for both African American and Hispanic/Latino student groups?
- How could PLCs use qualitative data from stakeholders including the LCAP Student Advisory Group, to inform the design of culturally relevant and cognitive demanding lessons as well as experiences?

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>.

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 21,840 ADA for the current fiscal year, or a 2.2 percent decrease from the held harmless 2020-21 P-2 ADA. For 2022-23 and 2023-24, the district projects ADA to remain flat. 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.

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 \$4.8 million in 2022-23 and \$3.9 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 17, 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 Murrieta 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.