



**Riverside County  
Board of Education**

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**DATE:** August 26, 2022

**TO:** Dr. Martinrex Kedziora, District Superintendent  
Mr. Cleveland Johnson, Board President  
Ms. Susana Lopez, Chief Business Official  
Dr. Esperanza Arce, 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   
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**SUBJECT: 2022-23 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 2022-23 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 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 2022-23 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 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 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 the 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 2021 <sup>1</sup>	31,593	25,866	6,037	360	5,452	4,438
Enrollment Percent 2021 <sup>1</sup>	N/A	81.9	19.1	1.1	17.3	14.0
English Language Arts (ELA) Achievement	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#
English Language Proficiency Assessments for California (ELPAC) Summative Level 4 Percentage 2021 <sup>2</sup>	N/A	N/A	10.3	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 <sup>3†</sup>	N/A	N/A	2.6	N/A	N/A	N/A
Graduation Rate 2021 <sup>1</sup>	91.6	91.3	75.4	56.3	86.6	75.6
College and Career Prepared Rate 2021	#	#	#	#	#	#
A-G Completion Rate 2021 <sup>1</sup>	36.9	35.2	12.6	15.6	29.5	10.1
Career Technical Education (CTE) Completion Rate 2021 <sup>1</sup>	10.2	9.9	6.8	0.0	11.0	4.4
Dropout Rate 2021 <sup>3</sup>	5.4	5.7	15.0	31.6	10.3	9.7
Chronic Absenteeism Rate 2021 <sup>3</sup>	15.7	16.0	16.4	25.2	23.8	21.9

Moreno Valley Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Suspension Rate 2021 <sup>3</sup>	0.0	0.0	0.0	0.0	0.0	0.0
Expulsion Rate 2021 <sup>3</sup>	0.0	0.0	0.0	0.0	0.0	0.0
<sup>1</sup> California School Dashboard/Dashboard Additional Report Files <sup>2</sup> CAASPP (California Assessment of Student Performance and Progress)/ELPAC Reporting Website and Files <sup>3</sup> CDE Dataquest and Files † Indicator Includes Charter Schools Within the District * Data Suppressed for Student Privacy Reasons # Data Unavailable Due to CA School Dashboard Suspension Due to the COVID-19 Pandemic						

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 2021 <sup>1</sup>	31,593	61	438	4,109	385	23,307	216	1,986	945
Enrollment Percent 2021 <sup>1</sup>	N/A	0.2	1.4	13.0	1.2	73.8	0.7	6.3	3.0
English Language Arts (ELA) Achievement	#	#	#	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#	#	#	#
Graduation Rate 2021 <sup>1</sup>	91.6	*	100.0	91.5	100.0	91.5	100.0	89.7	89.8
College and Career Prepared Rate 2021	#	#	#	#	#	#	#	#	#
A-G Completion Rate 2021 <sup>1</sup>	36.9	*	57.5	33.5	73.3	35.7	36.4	40.0	34.7
Career Technical Education (CTE) Completion Rate 2021 <sup>1</sup>	10.2	*	25.0	10.6	22.2	9.3	27.3	10.9	14.3
Dropout Rate 2021 <sup>3</sup>	5.4	*	0.0	6.3	0.0	5.4	0.0	8.1	4.3

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
Chronic Absenteeism Rate 2021 <sup>3</sup>	15.7	29.7	7.5	21.7	1.5	14.9	27.8	14.1	17.8
Suspension Rate 2021 <sup>3</sup>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Expulsion Rate 2021 <sup>3</sup>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<sup>1</sup> California School Dashboard/Dashboard Additional Report Files <sup>2</sup> CAASPP/ELPAC Reporting Website and Files <sup>3</sup> CDE Dataquest and Files †Indicator Includes Charter Schools Within the District *Data Suppressed for Student Privacy Reasons # Data Unavailable Due to CA School Dashboard Suspension Due to the COVID-19 Pandemic									

We offer the following commendations and inquiry questions to consider for the implementation of the 2022-23 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 their technology plan which included student services such as FEV Tutor 24/7 live tutor access, earning them the title of International Society for Technology Education (ISTE) distinguished district. The district is also commended on the various initiatives targeting a range of student groups including Dual Language Immersion, Imagine Learning, Gifted and Talented Education (GATE) expansion, and varied tutoring services. The district is to be commended for their professional development plan to support certificated and classified staff in key areas including suicide prevention strategies, social-emotional learning, mental health, and instructional strategies in a post-pandemic environment.

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

- In what ways could the district measure the professional development action items focused on improving the learning experiences for Students with Disabilities and English Learner student groups?
- How might the District Technology Plan inform mathematics lesson design and assessment?
- How might the emphasis on student engagement strategies be leveraged directly to increase student success in academics?

- In what ways might Universal Design for Learning (UDL) help focus goals, outcomes, and best practices for targeted student populations?

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

The district is to be commended for their implementation of full-day kindergarten providing an opportunity for teachers to differentiate instruction to meet the learning needs of students from unduplicated and identified populations, opportunities to examine and disaggregate multiple data points including formative assessment. The district is also to be commended for providing students opportunities to explore various Career Technical Education (CTE) pathways at an earlier age through its middle school expansion plan. The district is commended for continuing their improvement in overall district graduation rate and for providing students access to the Advanced Placement (AP) Capstone program, which promotes research, critical thinking, as well as speaking and listening skills.

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:

- In what ways can schools collaborate, share best practices, and monitor the effectiveness of their site-specific interventions and program plans to improve A-G completion, graduation rate, CTE pathways, and Advanced Placement (AP)/International Baccalaureate (IB) enrollment?
- How might the district monitor and evaluate the effectiveness and equity of access to CTE pathways with an emphasis on unduplicated student groups?
- In what ways might the district monitor program effectiveness for Foster Youth, English Learner, and Students with Disabilities student groups in Advancement Via Individual Determination (AVID), Alternative School Support, and Middle College programs?

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

The district is to be commended for their commitment to social-emotional and behavioral needs of their students including the expansion of social workers, elementary school counselors, and behavioral support specialists. The district is also to be commended for creating numerous opportunities for student engagement through their commitment in programs and services such as visual and performing arts (VAPA), JROTC, IB implementation, Mock Trial, ESports, History Day, Science Fair, as well as Academic Decathlon.

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

- What steps might the district take to routinely assess the implementation and impact of school site plans and their areas of focus (i.e., CTE, school safety, VAPA)?
- What further actions might the district take to increase the percentage of students who feel safe and connected at school?
- How might the district measure the impact of providing additional robust academic offerings, such as VAPA and AVID in relation to engagement, connectedness, and academic achievement?
- What steps might the district take to analyze the systems and/or strategies used to decrease Foster Youth and African American student group suspensions?

### **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 2022-23 May Revise. Subsequently, the 2022-23 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 along with updating LCAP contributing actions and services to incorporate the associated increased 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 28,030 ADA for the current fiscal year, or a 1.9 percent decrease from the certified 2021-22 P-2 ADA. For 2023-24 and 2024-25, the district projects ADA to remain flat in 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 COLAs for LCFF funding of 6.56 percent, 5.38 percent, and 4.02 percent for the 2022-23, 2023-24, and 2024-25 fiscal years, respectively. Subsequent to the district's Adopted Budget approval, the 2022-23 enacted State Budget included a statutory COLA of 6.56 percent with an additional 6.28 percent increase to the LCFF base grants for the current fiscal year. The enacted State Budget also included a 2021-22 ADA relief provision. We encourage the district to update its projection of available LCFF funding provided by the enacted state budget.

*Unrestricted Deficit Spending* – The district's Adopted Budget indicates a positive ending balance for all funds in the 2022-23 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$33.5 million in 2022-23, \$22.2 million in 2023-24, and \$31.7 million in 2024-25. 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 28, 2022, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2022-23 fiscal year.

*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 two subsequent fiscal years. Additionally, existing law imposes a 10 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 percent of TK-12 Prop. 98 funding. This condition was met with the 2021-22 deposit amount, triggering the local reserve cap for the 2022-23 fiscal year. The district projects to meet the imposed 10 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 2022-23 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.