



**Riverside County  
Board of Education**

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**DATE:** August 26, 2022

**TO:** Dr. Jodi McClay, District Superintendent  
Mr. Adam Skumawitz, Board President  
Mrs. Nicole Lash, Assistant Superintendent, Business Support Services  
Ms. 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   
Chief Business Official Chief Academic Officer  
(951) 826-6790 (951) 826-6648

**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.

Temecula 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>	26,710	7,799	1,154	67	84	3,717
Enrollment Percent 2021 <sup>1</sup>	N/A	29.2	4.3	0.3	0.3	13.9
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	22.8	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 <sup>3†</sup>	N/A	N/A	12.5	N/A	N/A	N/A
Graduation Rate 2021 <sup>1</sup>	94.9	92.5	84.1	*	80.8	79.0
College and Career Prepared Rate 2021	#	#	#	#	#	#
A-G Completion Rate 2021 <sup>1</sup>	75.6	67.3	43.9	*	50.0	27.1
Career Technical Education (CTE) Completion Rate 2021 <sup>1</sup>	5.0	3.3	0.0	*	0.0	5.8
Dropout Rate 2021 <sup>3</sup>	2.0	3.4	8.6	*	16.7	2.7

Temecula Valley Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Chronic Absenteeism Rate 2021 <sup>3</sup>	11.8	18.5	18.3	32.7	27.0	19.3
Suspension Rate 2021 <sup>3</sup>	0.1	0.1	0.1	0.0	0.0	0.1
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						

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 2021 <sup>1</sup>	26,710	198	1,232	955	1,359	9,459	82	10,765	2,648
Enrollment Percent 2021 <sup>1</sup>	N/A	0.7	4.6	3.6	5.1	35.4	0.3	40.3	9.9
English Language Arts (ELA) Achievement	#	#	#	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#	#	#	#
Graduation Rate 2021 <sup>1</sup>	94.9	85.7	95.7	96.9	92.9	94.4	100.0	95.5	94.5
College and Career Prepared Rate 2021	#	#	#	#	#	#	#	#	#
A-G Completion Rate 2021 <sup>1</sup>	75.6	71.4	81.9	59.8	81.1	72.6	72.7	78.6	73.7

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
Career Technical Education (CTE) Completion Rate 2021 <sup>1</sup>	5.0	9.5	4.3	1.0	0.8	3.6	0.0	6.6	6.9
Dropout Rate 2021 <sup>3</sup>	2.0	4.8	2.6	1.0	0.8	2.7	0.0	1.7	0.9
Chronic Absenteeism Rate 2021 <sup>3</sup>	11.8	27.3	6.1	14.8	6.4	14.3	24.1	10.4	10.5
Suspension Rate 2021 <sup>3</sup>	0.1	0.0	0.2	0.1	0.1	0.1	0.0	0.1	0.1
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 multiple point gains in graduation rates especially for African American, American Indian, Pacific Islander, English Learner, and Homeless Youth student groups between 2019-20 and 2020-21. The district is to be commended for a 15-28 percent increase in the percentage of students at/above grade level from the Fall to the Winter Diagnostic assessment of mathematics for grades K-8. The district is to be commended for the achievement of English Learners as represented by the reclassification rate of 12.9 percent.

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

- How might the district integrate the three LCAP Goals of refine, respond, and reach out to accelerate the closing of the achievement gap for student groups below the current "all student" measures?

- How might the actions and services of the social and emotional supports provided by additional counselors, social workers, and intervention specialists be correlated to improved academic performance, particularly in the district’s focus area of mathematics?

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

The district is to be commended for the expansion of Advancement Via Individual Determination (AVID) to all middle schools in the district as a strong research-based academic support program. The district is to be commended for the continuous review, expansion, and student completion of Career Technical Education (CTE) courses and pathways as a leverage activity in the development of college and career ready students. The district is to be commended for high rates of student access and success in University of California/California State University (UC/CSU) coursework for students to meet the UC/CSU entrance requirements.

Additional dialogue related to the question below may support achievement of the goals and desired outcomes aligned to student access, enrollment, and success in rigorous coursework:

- What high leverage actions and services in the areas of A-G completion, CTE pathway completion and Advanced Placement/International Baccalaureate/Dual Enrollment might the district use with student groups where access, participation, performance, and opportunity gaps still exist?

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

The district is to be commended for the above-average survey scores received from stakeholders in the areas of student safety, academic support, and social-emotional support. The district is to be commended for continuing to proactively address student social needs through targeted Multi-Tiered System of Supports (MTSS) strategies and dedicated LCAP resources. The district is to be commended for the expansion of counseling and social services across district campuses in response to stakeholder input to address the social-emotional needs of students.

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

- With the intentional district-wide focus on meeting the social-emotional needs of students and the implementation of the MTSS dashboard, how might this data be analyzed and displayed to show the impact on the academic performance of students?
- How might the work of Counselors, Social Workers, and Support Specialists be correlated to measures of student self-efficacy and belonging, particularly at the high school level?
- How might intervention and support in the area of Social and Emotional Learning (SEL) be correlated to improved student attendance and increased student engagement at school?

### **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 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 24,468 ADA for the current fiscal year, or a 0.1 percent increase from the certified 2021-22 P-2 ADA. For 2023-24, the district projects a 0.8 percent increase in ADA and for 2024-25, the district projects a 0.7 percent decrease 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 includes COLAs for LCFF funding of 9.84 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 \$13.8 million in 2022-23, \$2.8 million in 2023-24, and \$6.2 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 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. The district projects to meet the minimum reserve requirement, and board required reserve, 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. Subsequent to the June 28, 2022, board date, the district is projecting to meet the imposed reserve cap in their 45-day budget revision presented to the board on August 9, 2022. Our office has accepted this 45-day revision to meet the 10 percent reserve cap requirement.

*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.