



**Riverside County  
Board of Education**

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**DATE:** August 30, 2024

**TO:** Dr. Jennifer Root, District Superintendent  
Mr. Morgan Singleton II, Board President  
Mr. Marc Bommarito, Assistant Superintendent of Business Services  
Dr. Charles Newman, Assistant Superintendent of Educational Services  
Menifee Union 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: 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.

Menifee Union 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>	11,816	876	7,029	1,667	104	126
Enrollment Percent 2023 <sup>1</sup>	N/A	7.4	59.5	14.1	0.9	1.1
English Language Arts (ELA) Distance from Standard 2023 <sup>2</sup>	-12.5	-62.9	-25.9	-83.8	-62.0	-51.1
Mathematics Distance from Standard 2023 <sup>2</sup>	-37.7	-79.1	-51.2	-102.7	-82.3	-85.0
English Learner Progress Indicator 2023 <sup>2</sup>	N/A	42.6	N/A	N/A	N/A	N/A
A-G Completion Rate 2023 <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	N/A
Career Technical Education (CTE) Completion Rate 2023 <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	N/A
Chronic Absenteeism Rate 2023 <sup>2</sup>	24.8	26.3	28.6	32.0	35.0	50.8
Suspension Rate 2023 <sup>2</sup>	2.3	1.8	2.8	4.0	8.2	6.4
<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						

Menifee Union 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>	11,816	29	284	764	482	6,001	63	2,978	811
Enrollment Percent 2023 <sup>1</sup>	N/A	0.2	2.4	6.5	4.1	50.8	0.5	25.2	6.9
English Language Arts (ELA) Distance from Standard 2023 <sup>2</sup>	-12.5	-22.8	17.1	-35.8	41.7	-24.9	-33.3	-0.1	3.2
Mathematics Distance from Standard 2023 <sup>2</sup>	-37.7	-37.3	2.6	-71.1	20.1	-50.8	-64.0	-23.0	-21.1
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
A-G Completion Rate 2023 <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Career Technical Education (CTE) Completion Rate 2023 <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Chronic Absenteeism Rate 2023 <sup>2</sup>	24.8	46.7	14.7	21.2	16.5	27.2	42.4	24.1	21.6
Suspension Rate 2023 <sup>2</sup>	2.3	0.0	1.0	4.2	0.8	2.3	6.1	2.3	2.4
<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 commended for enhanced and targeted instructional support that included specialized math training sessions for both math teachers and administration aligned with the new Mathematics Framework; growth in California Assessment of Student Performance and Progress (CAASPP) math scale scores; and the expansion of special education technology resources to enhance instructional support to moderate-severe special education classrooms, ensuring equitable access for all learners.

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

- How can the instructional strategies employed in the Science, Technology, Engineering, Arts, and Mathematics (STEAM) Academy enhance student performance in English language arts and mathematics, while also promoting college and career readiness, particularly with underperforming student groups?

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

The district is commended for an organizational focus on equity providing for CTE pathways at middle school, professional learning opportunities, and a focus on multi-tiered systems of support districtwide.

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:

- How might the district continue to leverage existing root cause analysis, build systems, and re-evaluate practices to develop academic skills in English language arts, mathematics, and science in order to support and keep at the forefront underperforming student groups (i.e., Foster Youth, Homeless Youth, etc.)?

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

The district is commended for its cultural responsiveness and multi-tiered approach to improving attendance, suspension rates, expulsion rates, and climate/culture data. Additionally, the district is commended for exploring alternative approaches to Kognito including: Equity Committee workshops and the expansion of intervention classes to support equitable and inclusive learning environments.

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

- How might the district continue to strengthen its cultural responsiveness and multi-tiered approaches, inclusive of Social and Emotional Learning (SEL) commitments, to serve district growth including planning for future schools and increases in student enrollment?

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 11,757 ADA for the current fiscal year, or a 2.1 percent increase from the certified 2023-24 P-2 ADA. For 2025-26, the district projects a 2.3 percent increase in ADA. For 2026-27, the district projects a 2.0 percent increase 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 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 \$11.4 million in 2024-25 and \$4.0 million in 2025-26. 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 Menifee Union 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.

*Stabilization Plan* - The district's Adopted Budget multi-year financial projections include identified solutions from the district's board approved stabilization plan of \$2.6 million in 2024-25, \$4.0 million in 2025-26, and \$2.6 million in 2026-27. Additionally, the district’s multi-year projections incorporate the use of the one-time funding to support substantial ongoing expenditures in the current and subsequent fiscal years. Our office cautions districts when utilizing one-time funding to support ongoing costs and recommends the district analyze the impact on the unrestricted General Fund when one-time funding has ceased.

*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.