



Riverside County
Board of Education

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DATE: August 23, 2023

TO: Dr. Ward Andrus, District Superintendent
Mr. Paul F. Diffley, Board President
Mr. Darren Daniel, Deputy Superintendent
Mr. James Whittington, Chief Financial Officer
Ms. Faythe Mutchnick-Jayx, 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: 2023-24 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 2023-24 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 2023-24 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.

| 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 2022 ¹ | 22,669 | 7,920 | 1,137 | 79 | 302 | 3,703 |
| Enrollment Percent 2022 ¹ | N/A | 34.9 | 5.0 | 0.3 | 1.3 | 16.3 |
| English Language Arts (ELA) Distance from Standard 2022 ¹ | 16.9 | -9.1 | -24.9 | -79.6 | -21.4 | -63.3 |
| Mathematics Distance from Standard 2022 ¹ | -26.3 | -51.3 | -59.6 | -119.3 | -62.2 | -104.1 |
| English Learner Progress Indicator 2022 ¹ | N/A | N/A | 53.3 | N/A | N/A | N/A |
| Reclassified Fluent English Proficient Rate 2022 ^{2†} | = | = | = | = | = | = |
| Graduation Rate 2022 ¹ | 96.3 | 94.8 | 93.9 | 63.6 | 95.7 | 83.0 |
| College and Career Prepared Rate 2022 | # | # | # | # | # | # |
| A-G Completion Rate 2022 ¹ | 60.1 | 49.0 | 30.3 | 18.2 | 34.3 | 13.7 |
| Career Technical Education (CTE) Completion Rate 2022 ¹ | 13.8 | 10.4 | 9.1 | 18.2 | 5.7 | 7.0 |
| Dropout Rate 2022 ² | 1.1 | 1.6 | 1.6 | 27.3 | 1.4 | 3.0 |
| Chronic Absenteeism Rate 2022 ¹ | 30.8 | 38.7 | 33.1 | 46.9 | 44.3 | 40.3 |

| 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 |
| A-G Completion Rate 2022 ¹ | 60.1 | N/A | 71.6 | 54.4 | 77.5 | 53.0 | N/A | 65.5 | 60.9 |
| Career Technical Education (CTE) Completion Rate 2022 ¹ | 13.8 | N/A | 15.9 | 8 | 17.5 | 11.4 | N/A | 15.9 | 15.4 |
| Dropout Rate 2022 ² | 1.1 | * | 1.1 | 1.6 | 1.3 | 0.6 | * | 1.5 | 0.6 |
| Chronic Absenteeism Rate 2022 ¹ | 30.8 | 52.4 | 17.1 | 30.8 | 21.2 | 34.2 | 46.4 | 29.1 | 29.7 |
| Suspension Rate 2022 ¹ | 2.5 | 2.8 | 1.2 | 5.3 | 0.5 | 2.9 | 4.6 | 1.9 | 2.8 |
| Expulsion Rate 2022 ² | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 |

¹ California School Dashboard/Dashboard Additional Report Files
² CDE Dataquest and Files
 † Indicator Includes Charter Schools Within the District
 * Data Suppressed for Student Privacy Reasons
 = Data Unavailable Due to California Department of Education Delay in Release
 # 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 2023-24 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 success on academics with an overall of 16.9 points above standard in English language arts (ELA) and for its commitment to reviewing common formative assessment data as a team as well as implementing early literacy in transitional kindergarten. The district is also to be commended for reviving Professional Learning Communities (PLCs) and its goal on access and inclusion to core instruction for the Students with Disabilities student group.

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

- How might a discussion of how to utilize common formative assessments for ongoing progress monitoring of certain groups which have lower ELA and mathematics performance indicators lead to successful implementation of the revived PLC systems?

- What are some ways the district could monitor and ensure rigorous, best first instruction across all disciplines in order to accelerate achievement and promote engagement for Foster Youth and Students with Disabilities student groups?
- How might the district progress monitor the effectiveness of the academic tutoring program focused on English Learner and Foster Youth student groups? What intermediate data points might be most helpful as they measure effectiveness?
- What are some ways research-based strategies could be considered to support the implementation of the English Learner Master Plan before the spring of 2025 launch?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for its continued focus on high school graduation and an over 90 percent graduation rate for all sites as well as its commitment to involving all stakeholders in defining and creating a portrait of a graduate. The district is also to be commended for its dedication to ensuring all students graduate college and career ready by establishing a combined metric goal with the University of California/California State University A-G requirements and Career Technical Education (CTE) certificate completion ensuring that students have multiple post-secondary options. The district is also to be commended on a focus to meet the needs of unduplicated pupils by expanding access to CTE and Advancement Via Individual Determination (AVID) for unduplicated pupils with intentional recruitment focus and monitoring of cohort program completion.

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:

- What additional ways might the district utilize courses of rigor and CTE offerings and/or opportunities in grades K-8 to increase access and success in Advanced Placement (AP) and/or CTE pathways in high school?
- How might the district develop a system to monitor the ongoing implementation of incentives which could lead to systems of intervention for attendance and its impact on Foster Youth, Students with Disabilities and other student groups?
- How might common assessment data with an emphasis on the Foster Youth student group in Professional Learning Community teams bolster opportunities to address needs in Differentiated Assistance areas of focus?

Student Engagement and School Climate

The district is to be commended for the diversity in educational partner voice and organizing as well as hosting seven different stakeholder groups that address the needs of its unduplicated students and families ensuring intentional support is provided. The district is also to be commended for providing middle school student engagement opportunities during the school day, including intramural sports. Additionally, the district is to be commended for its continued commitment to increase mental health and counseling services for all students with an emphasis on the Multi-Tiered Systems of Supports (MTSS) and efforts to include student data during professional development.

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

- With 38 percent of students indicating favorably they have connections with adults at school, what further actions might the district take to increase the percentage of students who feel connected with adults at school?
- How might implementing frequent Panorama surveys and/or student focus groups throughout the school year help inform the district of ways to further cultivate student connectedness and engagement?
- In what ways might the district monitor and evaluate the impact of expansion of programs such as Career Technical Education (CTE) for student engagement and chronic absenteeism in grades K-8?
- How might the district further leverage relationships between educational partners and family engagement groups within the Multi-Tiered System of Supports (MTSS)? In what ways could parent engagement groups be included and how might results be shared with them?

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 2023-24 May Revise. Subsequently, the 2023-24 State Budget was adopted, which contained differences from the May Revise. The district should update and revise its budget projections to reflect changes in available 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 20,794 ADA for the current fiscal year, or a 0.7 percent increase from the certified 2022-23 P-2 ADA. For 2024-25, the district projects a 0.7 percent increase in ADA. For 2025-26, the district projects a 1.1 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 8.22 percent, 3.94 percent, and 3.29 percent for the 2023-24, 2024-25, and 2025-26 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2023-24 State Budget.

Unrestricted Deficit Spending – The district's Adopted Budget indicates a positive ending balance for all funds in the 2023-24 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$6.1 million in 2023-24, \$3.9 million in 2024-25, and \$14.0 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 15, 2023, the district reports salary negotiations are complete with both the certificated and classified bargaining units for the 2023-24 fiscal year. Due to proposed contingency language, the district agreed to meet and negotiate an increase to benefits. 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 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 2022-23 deposit amount, triggering the local reserve cap for the 2023-24 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 2023-24 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.