



Riverside County  
Board of Education

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**DATE:** August 23, 2023

**TO:** Dr. Martinrex Kedziora, District Superintendent  
Ms. Susan Smith, 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: 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.

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 2022 <sup>1</sup>	31,609	24,724	6,452	344	963	4,435
Enrollment Percent 2022 <sup>1</sup>	N/A	78.2	20.4	1.1	3.0	14.0
English Language Arts (ELA) Distance from Standard 2022 <sup>1</sup>	-49.6	-55.5	-76.5	-115.9	-85.2	-127.7
Mathematics Distance from Standard 2022 <sup>1</sup>	-94.0	-96.6	-111.2	-152.8	-119.9	-161.1
English Learner Progress Indicator 2022 <sup>1</sup>	N/A	N/A	43.0	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2022 <sup>2†</sup>	=	=	=	=	=	=
Graduation Rate 2022 <sup>1</sup>	92.3	91.8	86.9	58.1	89.8	77.5
College and Career Prepared Rate 2022	#	#	#	#	#	#
A-G Completion Rate 2022 <sup>1</sup>	34.6	32.7	16.5	0.0	25.2	11.7
Career Technical Education (CTE) Completion Rate 2022 <sup>1</sup>	12.2	11.7	7.1	9.7	10.6	7.5
Dropout Rate 2022 <sup>2</sup>	4.7	5.1	7.2	33.3	8.6	7.4
Chronic Absenteeism Rate 2022 <sup>1</sup>	40.2	41.3	38.3	40.2	52.5	48.3



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
A-G Completion Rate 2022 <sup>1</sup>	34.6	N/A	56.3	25.4	62.2	34.9	28.6	40.1	37.8
Career Technical Education (CTE) Completion Rate 2022 <sup>1</sup>	12.2	N/A	6.3	12.4	29.7	11.4	7.1	16.8	20.0
Dropout Rate 2022 <sup>2</sup>	4.7	*	3.1	5.5	0.0	4.8	7.1	3.7	6.7
Chronic Absenteeism Rate 2022 <sup>1</sup>	40.2	63.6	20.8	45.0	17.7	40.1	58.3	34.9	42.1
Suspension Rate 2022 <sup>1</sup>	5.0	2.9	1.6	10.4	1.0	4.2	10.1	4.1	5.1
Expulsion Rate 2022 <sup>2</sup>	0.1	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0
<sup>1</sup> California School Dashboard/Dashboard Additional Report Files <sup>2</sup> 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 being selected as one of three districts across the nation to be named an International Society for Technology and Education Distinguished District. Many specific actions are notable in the district’s commitment to success in academics. Professional Learning Communities continue to be a strategic focus to support mathematics instruction, and teachers can engage in observation and feedback with in-class teacher coaching. Students are afforded the opportunity to gain additional support through after school or virtual tutoring, literacy nights, and Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities. The district is also to be commended for its parent engagement strategies including parent nights and a host of parent advisory groups to engage the community with participation and foster a connection to the schools.

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

- As the district continues to refine best first instruction and intervention systems, which practices might be advantageous for learning acceleration to ensure students show increased academic growth in English language arts (ELA) and mathematics?
- How might the district reflect on identified obstacles to student success in Tier 1 instructional practices to increase success in ELA and mathematics?
- How could expanding the focus of Professional Learning Communities to ELA and progress monitoring of common formative assessments assist teachers to examine the effectiveness of curricula, training, and success of student groups?

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

The district is to be commended for its continued commitment to increasing high school graduation rates with 22 percent growth over the last ten years. The district is also to be commended for its districtwide focus on University of California (UC) and California State University (CSU) A-G requirements commitment by leading transcript analysis teams at all high school sites, to identify the access and success barriers for students in courses of rigor. In addition to a schoolwide approach, the district has also ensured all students with disabilities teachers are A-G trained and can successfully advise students and families through their transition and post-secondary plans. The district is also to be commended for its commitment to a K-12 college and career readiness approach by establishing goals and focus areas to determine high school readiness in the middle schools.

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:

- How might the district build upon the successful strategies used to increase high school graduation rates with targeted student groups including Foster Youth, English Learner, and Students with Disabilities?
- How might the district leverage the expansion of Career Technical Education (CTE) courses with student engagement for targeted unduplicated student groups including Students with Disabilities?
- What successful existing college and career readiness strategies might the district expand to implement at its Comprehensive Support and Improvement (CSI) alternative education sites?

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

The district is to be commended for its commitment to parent involvement by being inclusive and facilitating various parent advisory councils such as African American Parent Advisory Council (AAPAC) for parents of African American students, Curriculum Advisory Committee (CAC) Advisory for parents of students with disabilities, District English Learner Advisory Committee (DELAC) for parents of English Learners (EL), Parent Advisory Committee (PAC), and parent ambassadors. The district is also to be commended for its continued commitment to the social-emotional needs of its students by implementing community and content circles to build a strong sense of community and set students up for success socially and academically.

Additionally, the district is to be commended in recognizing the misalignment of EL standards to the Project Moving Forward program and therefore discontinuing the program. Another notable innovation is the construction of the Canyon Springs High School Cyber Innovation Center which serves as a classroom space and a space to host eSports competitions as well as National Youth Cyber Defense competitions.

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

- What options exist to maximize coordination of all actions, services, and positions (e.g., administrator, district social worker, parent ambassador, attendance specialist) to impact chronic absenteeism?
- What steps might the district take to analyze the types of infractions which resulted in suspensions for African American, Foster Youth, and Pacific Islander students and design a plan to address the findings?
- How might student voice further inform chronic absenteeism intervention practices and decrease suspension rates?
- How might the increased engagement generated from eSports programs be expanded to assist in closing the gaps in areas such as chronic absenteeism and suspension rates?

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 28,491 ADA for the current fiscal year, or a 0.8 percent decrease from the certified 2022-23 P-2 ADA. For 2024-25 and 2025-26 the district projects a 0.4 percent decrease. 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 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 2024-25 and \$13.0 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 27, 2023, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2023-24 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 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 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.