



**Riverside County
Board of Education**

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DATE: August 26, 2022

TO: Dr. Ward Andrus, District Superintendent
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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: 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.

| 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 2021 ¹ | 22,950 | 8,287 | 1,105 | 77 | 313 | 3,727 |
| Enrollment Percent 2021 ¹ | N/A | 36.1 | 4.8 | 0.3 | 1.4 | 16.2 |
| English Language Arts (ELA) Achievement | # | # | # | # | # | # |
| Mathematics Achievement | # | # | # | # | # | # |
| English Language Proficiency Assessments for California (ELPAC) Summative Level 4 Percentage 2021 ² | N/A | N/A | 18.6 | N/A | N/A | N/A |
| Reclassified Fluent English Proficient Rate 2021 ^{3†} | N/A | N/A | 16.1 | N/A | N/A | N/A |
| Graduation Rate 2021 ¹ | 96.8 | 94.8 | 92.8 | 100.0 | 87.1 | 88.3 |
| College and Career Prepared Rate 2021 | # | # | # | # | # | # |
| A-G Completion Rate 2021 ¹ | 61.0 | 49.5 | 36.2 | 25.0 | 30.6 | 12.7 |
| Career Technical Education (CTE) Completion Rate 2021 ¹ | 10.0 | 9.0 | 8.7 | 16.7 | 4.8 | 3.3 |
| Dropout Rate 2021 ³ | 1.2 | 1.9 | 0.0 | 8.3 | 9.7 | 1.7 |
| Chronic Absenteeism Rate 2021 ³ | 19.3 | 26.7 | 20.9 | 43.4 | 35.6 | 27.7 |

| Murrieta 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 ³ | 0.1 | 0.1 | 0.1 | 0.6 | 0.0 | 0.1 |
| Expulsion Rate 2021 ³ | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| ¹ California School Dashboard/Dashboard Additional Report Files ² CAASPP (California Assessment of Student Performance and Progress)/ELPAC Reporting Website and Files ³ 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 | | | | | | |

| 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 |
| Enrollment Count 2021 ¹ | 22,950 | 75 | 932 | 1,246 | 844 | 9,158 | 135 | 8,479 | 1,859 |
| Enrollment Percent 2021 ¹ | N/A | 0.3 | 4.1 | 5.4 | 3.7 | 39.9 | 0.6 | 36.9 | 8.1 |
| English Language Arts (ELA) Achievement | # | # | # | # | # | # | # | # | # |
| Mathematics Achievement | # | # | # | # | # | # | # | # | # |
| Graduation Rate 2021 ¹ | 96.8 | * | 95.0 | 95.3 | 98.0 | 97.4 | 92.3 | 96.8 | 96.4 |
| College and Career Prepared Rate 2021 | # | # | # | # | # | # | # | # | # |
| A-G Completion Rate 2021 ¹ | 61.0 | * | 71.3 | 47.2 | 72.7 | 54.8 | 76.9 | 66.2 | 62.9 |
| Career Technical Education (CTE) Completion Rate 2021 ¹ | 10.0 | * | 11.9 | 11 | 14.1 | 7.1 | 7.7 | 11.1 | 12.9 |
| Dropout Rate 2021 ³ | 1.2 | * | 1.0 | 0.8 | 0.0 | 1.5 | 0.0 | 1.2 | 0.7 |

| 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 |
| Chronic Absenteeism Rate 2021 ³ | 19.3 | 34.6 | 10.6 | 21.7 | 7.8 | 21.4 | 30.4 | 18.9 | 17.3 |
| Suspension Rate 2021 ³ | 0.1 | 0.0 | 0.0 | 0.2 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 |
| Expulsion Rate 2021 ³ | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| ¹ California School Dashboard/Dashboard Additional Report Files ² CAASPP/ELPAC Reporting Website and Files ³ 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 efforts in implementing and offering a variety of non-traditional educational options including virtual and homeschool models to meet the needs of their students and families. The district is to also be commended for reducing class sizes in the K-3 grade span providing an opportunity for teachers to differentiate instruction to meet the learning needs of students from unduplicated and identified populations, meeting grade-level standards, and opportunities to examine and disaggregate multiple data points (including formative assessment) to ensure they are also supported.

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 develop a system to monitor student success through the expansion of alternative education options (including additional independent study offerings, virtual learning models, and the creation of a district homeschool program)?
- How might the district measure the extent to which the culturally responsive curriculum in ELA is helping to close the achievement gap for all unduplicated students?
- How might the K-3 class-size reduction impact progress monitoring in mathematics?
- How might Universal Design for Learning (UDL) frameworks enhance the focus on co-teaching and inclusion?

- In what ways can incorporating additional academic supports (additional intervention teachers, before/after school and Saturday tutoring, expansion of credit recovery courses, and an enhanced summer school program) shift remedial models of intervention to acceleration models in order to increase equity and access for systematically marginalized students?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for prioritizing the needs of their students in these unprecedented times, including working individually with students on their pathway to graduation and increasing cohort graduation rates for Foster Youth and Students with Disabilities student groups. The district is also to be commended for their commitment to success in rigorous coursework through their summer bridge program for 9th grade students, providing access to Advanced Placement (AP)/International Baccalaureate (IB) exam fee waivers, and providing additional secondary sections for intervention and acceleration. In addition, the district has expanded CTE pathways at all high schools and are investigating pathway opportunities at the middle schools. At the elementary level, the district is to be commended for exceeding the Universal Prekindergarten (UPK) requirement and including offerings for full-day Kindergarten, which provides teachers additional opportunities to implement dynamic, engaging learning scenarios to build and develop their number and literary sense.

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 replicate the program effectiveness monitoring process used for Advancement Via Individual Determination (AVID) [e.g., academic grade point average (GPA) in AVID] to monitor additional programs including CTE, as well as monitoring academic achievement for Foster Youth, English Learner, and Students with Disabilities student groups?
- In what ways might the district utilize instructional coaching support to increase access and success in courses of rigor including Advanced Placement, Dual Enrollment, International Baccalaureate?
- What future considerations might the district make when monitoring and evaluating the effectiveness and equity of access to CTE pathways with an emphasis on unduplicated student groups?
- How might the district develop a system to monitor Foster Youth, Students with Disabilities, and English Learner student groups' successful utilization of academic support services?

Student Engagement and School Climate

The district is to be commended for their expansion of intervention and tutoring support services and ensuring student access to technology, as well as ensuring transportation needs are met. Additionally, the district is to be commended for providing increased mental health and counseling services to both students and staff demonstrating an understanding of the significant schoolwide needs as a result of the pandemic.

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

- What types of actions might help improve parent and family engagement to further inform areas of need including chronic absenteeism intervention practices?
- In what ways might the district monitor and evaluate the effectiveness of the additional mental health services provided to students and families?
- How might the district leverage the mental health professional development provided to district certificated and classified staff as Tier 1 support to students and families?
- How might ongoing empathy interviews with students, staff, families, and community members help inform the district's policies and practices for future mental health support?

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 21,721 ADA for the current fiscal year, or a 4.7 percent increase from the certified 2021-22 P-2 ADA. For 2022-23 and 2023-24, the district projects a 0.7 percent increase in ADA 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 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. For the unrestricted General Fund, the district anticipates expenditures and uses will not exceed revenues and sources in 2022-23, 2023-24, and 2024-25.

Employee Negotiations – As of the board date, June 16, 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 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 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.