



**Riverside County
Board of Education**

Jamie Azpeitia-Sachs

Kim J. Cousins

Ray "Coach" Curtis

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Ben Johnson II



Jennifer Mejares Pham

Elizabeth F. Romero

DATE: August 29, 2025

TO: Dr. Alejandro Ruvalcaba, District Superintendent
Ms. Sammie Luna, 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 
Associate Superintendent Chief Academic Officer
(951) 826-6790 (951) 826-6648

SUBJECT: 2025-26 LCAP and ADOPTED BUDGET – APPROVAL

The County Superintendent of Schools is required to review and approve the district's Local Control and Accountability Plan (LCAP) before 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 2025-26 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 2025-26 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 (SED) | English Learner (EL) | Long-Term English Learner (LTEL) | Foster Youth (FY) | Homeless Youth (HY) | Students with Disabilities (SWD) |
| Enrollment Count 2024 ¹ | 31,344 | 27,269 | 5,968 | N/A | 303 | 738 | 4,757 |
| Enrollment Percent 2024 ¹ | N/A | 87.0 | 19.0 | N/A | 1.0 | 2.4 | 15.2 |
| English Language Arts (ELA) Distance from Standard 2024 ² | -48.5 | -54.5 | -79.0 | -128.7 | -104.8 | -86.9 | -124.7 |
| Mathematics Distance from Standard 2024 ² | -92.9 | -98.5 | -116.5 | -184.1 | -137.5 | -126.8 | -158.5 |
| Science Distance from Standard 2024 ² | -22.2 | -23.1 | -29.0 | -34.4 | -29.9 | -29.5 | -32.4 |
| English Learner Progress Indicator 2024 ² | N/A | N/A | 45.6 | 44.4 | N/A | N/A | N/A |
| Graduation Rate 2024 ² | 92.8 | 92.8 | 87.6 | 88.0 | 92.5 | 88.5 | 81.0 |
| College/Career Indicator Rate 2024 ² | 35.3 | 34.4 | 12.7 | 11.3 | 10.0 | 25.3 | 9.2 |
| A-G Completion Rate 2024 ² | 34.9 | 33.9 | 15.9 | 16.2 | 10.0 | 23.3 | 9.1 |
| Career Technical Education (CTE) Completion Rate 2024 ² | 19.0 | 19.2 | 13.4 | 14.4 | 12.5 | 15.5 | 13.4 |
| Chronic Absenteeism Rate 2024 ² | 27.1 | 28.7 | 23.6 | 25.8 | 26.8 | 44.9 | 33.4 |
| Suspension Rate 2024 ² | 3.6 | 3.9 | 3.4 | 6.9 | 12.3 | 5.9 | 5.5 |

¹2024 California School Dashboard Downloadable Enrollment File (No LTEL Data Available)

²2024 California School Dashboard/Dashboard Additional Report Downloadable Data Files

* Data Suppressed for Student Privacy Reasons

| 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 |
| Enrollment Count 2024 ¹ | 31,344 | 59 | 624 | 3,647 | 335 | 23,566 | 197 | 1,729 | 812 |
| Enrollment Percent 2024 ¹ | N/A | 0.2 | 2.0 | 11.6 | 1.1 | 75.2 | 0.6 | 5.5 | 2.6 |
| English Language Arts (ELA) Distance from Standard 2024 ² | -48.5 | -58.5 | 3.3 | -75.0 | 45.3 | -49.9 | -66.9 | -23.4 | -22.1 |
| Mathematics Distance from Standard 2024 ² | -92.9 | -101.7 | -26.6 | -119.4 | -10.7 | -95.2 | -119.8 | -56.6 | -71.6 |
| Science Distance from Standard 2024 ² | -22.2 | -20.2 | -10.2 | -27.8 | -8.7 | -22.6 | -24.3 | -15.8 | -16.3 |
| English Learner Progress Indicator 2024 ² | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Graduation Rate 2024 ² | 92.8 | * | 92.1 | 90.8 | 93.9 | 92.9 | 85.7 | 96.0 | 93.5 |
| College/Career Indicator Rate 2024 ² | 35.3 | * | 54.0 | 28.4 | 60.6 | 34.7 | 42.9 | 42.7 | 33.9 |
| A-G Completion Rate 2024 ² | 34.9 | * | 57.1 | 30.3 | 57.6 | 34.0 | 28.6 | 39.3 | 45.2 |
| Career Technical Education (CTE) Completion Rate 2024 ² | 19.0 | * | 15.9 | 16.5 | 24.2 | 19.4 | 28.6 | 20.7 | 14.5 |
| Chronic Absenteeism Rate 2024 ² | 27.1 | 40.0 | 15.7 | 34.9 | 10.7 | 26.3 | 52.4 | 22.5 | 30.7 |
| Suspension Rate 2024 ² | 3.6 | 1.5 | 0.7 | 8.5 | 1.4 | 2.9 | 6.8 | 3.1 | 4.7 |
| ¹ California School Dashboard/Dashboard Additional Report Files ² 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 2025-26 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 demonstrating academic progress across multiple indicators, with substantial improvements in both English Language Arts (ELA) and Mathematics

Distance from Standard. English Learner Progress increased over the three-year period, and initial California Science Test (CAST) results revealed a notable strength with students performing significantly closer to proficiency than in other academic areas. Particularly noteworthy is the success at March Mountain High School, an Equity Multiplier school, achieving outstanding math gains for all students, with especially strong performance among Socioeconomically Disadvantaged students and Hispanic/Latino students.

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

- How might a strategic process align fiscal planning across goals to synergistically support significant investments in professional development, staffing, and student success?
- How might the district leverage its professional learning communities (PLCs) and guiding coalition systems to identify, study, and scale the instructional practices from high-performing sites?
- How might the strong performance in science be leveraged to support cross-content literacy and content strategies for all student groups across school sites?
- Given the district has set an ambitious goal to more than double the English Learner reclassification rate from 11 percent to 22.3 percent by 2026, what comprehensive, evidence-based systemic changes must occur to achieve this improvement with sustainable results, particularly for Long-Term and dually identified English Learners?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for implementing a comprehensive K-12 college and career readiness pipeline with systematic progress monitoring at each transition point, tracking elementary students toward Middle School Readiness Indicators and middle school students toward High School Readiness Indicators, and high school students toward the College/Career Indicators. This proactive vertical alignment, combined with 27 Career Technical Education (CTE) pathways across 12 industry sectors, systematic transcript analysis, and comprehensive A–G monitoring with targeted interventions, creates a system that aims to prepare all students for post-secondary success from their earliest years through graduation.

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:

- Given the district's comprehensive A–G monitoring system, how might the district systematically incorporate student voice and feedback into the A–G completion strategies, particularly from students who are struggling to meet requirements or from student groups with lower completion rates, to understand barriers from the student perspective and co-design more effective support systems?
- How might the district leverage growth in Career Technical Education, Advanced Placement (AP) passage, and College/Career Indicators to improve A–G completion and college readiness outcomes specifically for Students with Disabilities, English Learners, and Foster Youth?

- How might expanding course offerings and adjusting scheduling structures increase access for Long-Term English Learners to Honors and AP courses?

Student Engagement and School Climate

The district is to be commended for its exceptional achievements in student engagement and school climate, demonstrated by decreased suspension rates, dropout rates, and chronic absenteeism, along with a remarkable increase in Foster Youth graduation rates. The district strategically addresses attendance and behavioral challenges through full-time social workers and social worker interns providing comprehensive family support services, while stakeholder engagement increased dramatically with parent survey participation rising from 2,038 to 10,679. Their comprehensive approach to positive school culture has earned significant recognition, including the Model School Attendance Review Board (SARB), multiple Positive Behavioral Interventions and Supports (PBIS) Platinum Awards, and Golden Bell Award for their innovative esports program that made the district the first district in Riverside County to host an all-girls esports tournament and league.

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

- Given the strong elementary survey results regarding positive engagement, safety, and belonging, how might the district foster effective practices as students transition to middle and high school?
- Given the district's commitment to PBIS and positive school climate initiatives, how might the training and development for security staff enhance those ongoing systems?
- How might the district adapt its successful PBIS programs and innovative engagement strategies to address the unique social-emotional and belonging needs of Pacific Islander students to improve their attendance?

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 2025-26 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 2025-26 fiscal year, as well as satisfy its multi-year financial commitments.

The district's Adopted Budget was developed in the context of the Governor's 2025-26 May Revise. Subsequently, the 2025-26 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 28,256 ADA for the current fiscal year, or a 1.0 percent decrease from the certified 2024-25 P-2 ADA. For 2026-27, the district projects a 0.7 percent decrease in ADA. For 2027-28, the district projects a 1.2 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 included Cost-of-Living Adjustments (COLAs) for LCFF funding of 2.30 percent, 0.00 percent, and 0.00 percent for the 2025-26, 2026-27, and 2027-28 fiscal years, respectively.

Unrestricted Deficit Spending – The district's Adopted Budget indicates a positive ending balance for all funds in the 2025-26 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$7.1 million in 2025-26, \$22.0 million in 2026-27, and \$23.0 million in 2027-28. 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.

One-Time Funding – The district's multi-year projections incorporate the use of the one-time funding to support substantial ongoing expenditures. 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.

Employee Negotiations – As of the board date, June 24, 2025, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2025-26 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.

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 2025-26 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.

Fiscal Distress Documentation – Education Code Section 42127.6 requires the County Superintendent of Schools to review and consider any studies, reports, evaluations, or audits that may indicate a school district is experiencing 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.