



**Riverside County
Board of Education**

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DATE: August 30, 2024

TO: Dr. Alejandro Ruvalcaba, District Superintendent
Ms. Brandy Clark, Board President
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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: 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.

Our office received a board approved LCAP on July 1, 2024. After a comprehensive review, our office determined the LCAP required further clarification to ensure compliance with state guidelines. On July 12, 2024, our office provided a clarification letter highlighting specific areas requiring additional detail and adjustment. On July 23, 2024, the district took to board an updated plan. 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 LCAP 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 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 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	English Learner	Socioeconomically Disadvantaged	Students with Disabilities	Foster Youth	Homeless Youth
Enrollment Count 2023 ¹	31,653	6,339	22,822	4,602	355	924
Enrollment Percent 2023 ¹	N/A	20.0	72.1	14.5	1.1	2.9
English Language Arts (ELA) Distance from Standard 2023 ²	-47.6	-83.3	-56.6	-122.5	-116.0	-92.3
Mathematics Distance from Standard 2023 ²	-92.5	-117.2	-100.5	-155.7	-144.8	-122.8
English Learner Progress Indicator 2023 ²	N/A	50.0	N/A	N/A	N/A	N/A
Graduation Rate 2023 ²	91.5	85.6	91.5	79.9	71.8	87.8
A-G Completion Rate 2023 ²	33.8	15.4	32.9	9.0	20.5	22.0
Career Technical Education (CTE) Completion Rate 2023 ²	17.8	11.3	17.8	9.0	15.4	15.2
Chronic Absenteeism Rate 2023 ²	33.7	29.2	36.8	40.2	28.7	49.1
Suspension Rate 2023 ²	5.1	3.9	5.4	7.8	14.3	5.6
¹ 2023 California School Dashboard Downloadable Enrollment File ² 2023 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 2023 ¹	31,653	45	434	3,934	363	23,615	210	1,815	904
Enrollment Percent 2023 ¹	N/A	0.1	1.4	12.4	1.1	74.6	0.7	5.7	2.9
English Language Arts (ELA) Distance from Standard 2023 ²	-47.6	-21.1	21.8	-67.1	38.5	-49.4	-57.8	-24.1	-26.4
Mathematics Distance from Standard 2023 ²	-92.5	-46.9	-12.2	-113.9	-12.6	-95.1	-103.0	-61.2	-64.3
English Learner Progress Indicator 2023 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate 2023 ²	91.5	*	89.8	92.0	97.8	91.9	85.7	88.1	91.4
A-G Completion Rate 2023 ²	33.8	*	57.1	28.9	75.6	33.0	35.7	32.2	38.6
Career Technical Education (CTE) Completion Rate 2023 ²	17.8	*	12.2	16.4	28.9	18.0	7.1	18.9	20.0
Chronic Absenteeism Rate 2023 ²	33.7	51.5	18.5	39.2	16.8	33.0	50.0	31.5	36.7
Suspension Rate 2023 ²	5.1	8.8	2.2	10.4	2.1	4.2	7.2	4.5	5.7
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 2024-25 Local Control and Accountability Plan and the refinement of the plan in future years:

Student Success in Academics

The district achieved a remarkable feat by no longer being eligible for Differentiated Assistance, a distinction shared by only one other district in Riverside County. The English Learner Progress Indicator (ELPI) grew 7 percent, which is attributed to an increase of reclassification from English Learner (EL) status. The district's focused efforts to support African American students through Multi-Tiered System of Supports (MTSS) plans, summits, task forces, and conferences have yielded significant gains: A-G completion increased by 3.7 percent, CTE completion by 8.4 percent, and Advanced Placement (AP) passage by 4.7 percent. The overall graduation rate of

91.5 percent continues to surpass the state average of 89.1 percent. Specifically, graduation rates for African American students have increased from 88.5 percent to 92 percent and students with disabilities (SWD) from 77.5 percent to 79.9 percent. These improvements demonstrate the district's focus on inclusive educational practices.

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 study and implement best practices from top-performing schools to enhance its professional development offerings, supporting teachers in delivering high-impact instruction to improve student achievement across the district?
- How can the district build on its past improvement of graduation rates to increase the graduation rates of the EL and Foster Youth student groups?
- How might the action of monitoring instructional practices as a result of the professional development plan increase the reclassification and graduation rate of Long-Term English Learner (LTEL) and dually identified students (ELs with Disabilities)?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for their commitment to college and career readiness for all students as demonstrated by the following metrics: yearly expansion of Advancement Via Individual Determination (AVID) sites, increased enrollment for middle college, 20 percent increase in the High School Readiness Indicator, implementation of AP testing support, CTE course completion increased by 6.2 percent with 27 pathways offered districtwide, and the 5.2 percent to 9.1 percent increase of students completing both A-G requirements and CTE programs. Additionally, the Free Application for Federal Student Aid (FAFSA) Completion Rate rose an impressive 15 points to 85 percent, ensuring greater access to financial aid for post-secondary education. These improvements highlight the district's Portrait of a Graduate Initiative aimed to equip students with essential skills to succeed in college, career, and life.

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 expanding course offerings and exploring scheduling options allow EL students greater opportunities to complete A-G courses?
- How might you duplicate the success experienced by African American students for other student groups?
- How might you monitor the impact of strategies focusing on rigor, barrier removal, and student advocacy to achieve universal college and career readiness?
- What supports might the district continue to use to increase opportunities for Students with Disabilities to complete CTE Pathways?
- While the district graduation rate is strong at 91.5 percent, there are still gaps for some student groups such as English Learners (85.6 percent) and Foster Youth (71.8 percent). What targeted supports could be expanded to improve outcomes for these specific populations?

Student Engagement and School Climate

The district is commended for all four high schools being named 2024 Best High Schools by U.S. News and World Report. The district has implemented a comprehensive Positive Behavioral

Interventions and Supports (PBIS) program, with 32 schools recognized by the state for PBIS awards in 2023 including eight platinum awards – the highest level of honor. The district has expanded its esports program to 34 schools and hosted the first known all-girls esports tournament and league in Riverside County. This shows innovation in engaging students through non-traditional extracurricular activities. The district maintains robust parent engagement efforts, including parent advisory councils [Community Advisory Committee (CAC), African American Advisory Council (AAAC), and District English Learner Advisory Committee (DELAC)], Parent Ambassadors reflective of district demographics, and events like the Unity Conference to foster school-family connections.

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

- How might foster youth caregivers enhance contributions to the parent ambassador group?
- How might exploration of alternative interventions decrease suspension rates of the Foster Youth, African American, and Pacific Islander student groups?
- The chronic absenteeism rate remains high at 32.8 percent in 2022-23. What additional strategies could be implemented to decrease this rate, particularly for high-need student groups like Foster Youth and Low-Income?
- Secondary students reported low feelings of connectedness (47 percent for middle school, 43 percent for high school) on the most recent California Healthy Kids Survey. How might the district enhance efforts to build stronger relationships and school connectedness at the secondary level?

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

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 28,525 ADA for the current fiscal year, or a 0.9 percent decrease from the certified 2023-24 P-2 ADA. For 2025-26 and 2026-27, the district projects a 0.4 percent decrease in ADA 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 Cost-of-Living Adjustments (COLAs) for LCFF funding of 0.5 percent, 0.00 percent, and 0.00 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. The 2024-25 Enacted State Budget included COLAs of 1.07 percent, 2.93 percent, and 3.08 percent for the 2024-25, 2025-26, and 2026-27 fiscal years, respectively. We recommend the district incorporate the enacted COLA for 2024-25 in its operating budget and consider these projections at First Interim for the subsequent years.

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 \$4.8 million in 2024-25, \$13.8 million in 2025-26, and \$31.8 million in 2026-27. 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 25, 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.

Additionally, per EC Section 42133, a school district that has a qualified or negative certification in any fiscal year may not issue, in that fiscal year or in the next succeeding fiscal year non-voter approved debt [e.g., certificates of participation, capital leases, and (tax and revenue anticipation notes (TRANS)], unless the county superintendent determines that the district’s repayment is probable. Since the Moreno Valley Unified School District certified as qualified for the 2023-24 Second Interim reporting period, this education code is in effect through 2024-25. Please submit any non-voter approved debt disclosure to our office at least 30 days prior to the governing board’s approval to proceed with all non-voter approved debt issuance, excluding TRANS. For TRANS, please contact our office for a list of requirements.

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.

One-Time Funding – 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. Outside of the district's qualified interim reports, our office did not receive any additional fiscal distress reports for the district.

Conclusion

Uncertainty remains due to the district's pending litigation claims which may impact the district's financial standing and current fiscal stabilization plan. Our office recommends the district monitor the effects of any litigation outcomes and to incorporate those into the district's multi-year projections. 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.