



**Riverside County
Board of Education**

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Ray "Coach" Curtis

Bruce N. Dennis

Barbara Hale

Corey A. Jackson

Ben Johnson II

Elizabeth F. Romero

DATE: August 26, 2022

TO: Dr. Kelly May-Vollmar, District Superintendent
Ms. Ana M. Conover, Board President
Mr. Jordan Aquino, Assistant Superintendent, Business Services
Dr. Marcus Wood, Assistant Superintendent, Educational Services
Desert Sands Unified School District

FROM: Edwin Gomez, Ed.D., Riverside County Superintendent of Schools

BY: Scott Price, Ph.D.  Chief Business Official (951) 826-6790
Amanda Corridan  Chief Academic Officer (951) 826-6648

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.

Desert Sands 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	24,889	17,910	5,535	139	558	2,928
Enrollment Percent 2021 ¹	N/A	72.0	22.2	0.6	2.2	11.8
English Language Arts (ELA) Achievement	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#
English Language Proficiency Assessments for California (ELPAC) Summative Level 4 Percentage 2021 ²	N/A	N/A	13.6	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 ^{3†}	N/A	N/A	8.6	N/A	N/A	N/A
Graduation Rate 2021 ¹	93.9	92.9	86.6	77.3	85.5	87.0
College and Career Prepared Rate 2021	#	#	#	#	#	#
A-G Completion Rate 2021 ¹	49.9	43.3	15.4	36.4	32.3	14.2
Career Technical Education (CTE) Completion Rate 2021 ¹	18.5	18.7	9.8	13.6	16.1	11.4
Dropout Rate 2021 ³	3.4	4.3	8.6	11.5	11.4	3.7

Desert Sands Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Chronic Absenteeism Rate 2021 ³	20.0	24.3	25.6	42.5	36.6	25.3
Suspension Rate 2021 ³	0.1	0.1	0.2	0.4	0.0	0.4
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						

Desert Sands 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	24,889	49	438	367	161	19,228	18	3,700	437
Enrollment Percent 2021 ¹	N/A	0.2	1.8	1.5	0.6	77.3	0.1	14.9	1.8
English Language Arts (ELA) Achievement	#	#	#	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#	#	#	#
Graduation Rate 2021 ¹	93.9	*	92.9	97.0	100.0	93.2	*	96.6	95.7
College and Career Prepared Rate 2021	#	#	#	#	#	#	#	#	#
A-G Completion Rate 2021 ¹	49.9	*	69.6	57.6	88.9	44.1	*	63.8	76.6

Desert Sands Unified School District Student Groups – Race/Ethnicity									
Indicator	LEA	American Indian	Asian	Black/African American	Filipino	Hispanic	Pacific Islander	White	Two or More Races
Career Technical Education (CTE) Completion Rate 2021 ¹	18.5	*	10.7	27.3	27.8	18.8	*	16.5	25.5
Dropout Rate 2021 ³	3.4	*	3.6	0.0	0.0	3.8	*	1.4	0.0
Chronic Absenteeism Rate 2021 ³	20.0	23.6	9.9	18.1	1.2	22.4	5.6	10.1	11.4
Suspension Rate 2021 ³	0.1	0.0	0.0	0.0	0.0	0.2	0.0	0.1	0.0
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 the success of the i-Ready implementation, which was reflected in an increase in i-Ready mathematics and English language arts assessment data. The district is also commended for a strong focus on professional development to provide best first instruction and support for Students with Disabilities (SWD) and English Learner (EL) student groups, as well as increased reclassification rate of ELs, and ongoing professional development with a focus on building the capacity of site and district leaders.

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 ensure that all staff receive training in Multi-Tiered System of Supports (MTSS) to implement district-wide support with fidelity for all students?
- What might be some systems that are used to identify the need for students to move between tiered systems of support in the MTSS process?

- How might the district identify and remove learning barriers for all student groups in mathematics and incorporate effective strategies to help make content accessible?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for growth and expansion of access to Advancement Via Individual Determination (AVID), growth and increase in CTE programs, and dual enrollment. Additionally, commendations can be given for the district expanding partnerships with local post-secondary education institutions and non-profit organizations to fulfill the goals within a Regional Plan for College and Career Success.

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 measure the impact of professional development on academic progress of students enrolled in rigorous programs of Advanced Placement, International Baccalaureate, Gifted and Talented Education (GATE), Dual Language Immersions, and CTE Pathways?
- In what ways might the district work to continue to increase the graduation rate while supporting an increase in the number of students who graduate meeting the A-G requirements?
- What strategies might the district consider implementing to increase unduplicated students' access to rigorous coursework and expanding CTE Pathways?

Student Engagement and School Climate

The district is to be commended for the decrease in dropout rates in middle and high schools, the implementation of MTSS at all schools (at varying degrees), and the creation of the virtual academy as an alternative for those who could not return to in-person traditional classroom instruction.

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

- In what ways might the district enhance engagement practices and increase educational partner collaboration to decrease chronic absenteeism for all student groups?
- How might the district analyze the impact of its efforts from school sites and district office staff, to increase student and family engagement?

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>.

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. If the district has not already made revisions to its revenues and expenditures 45 days after the enacted State Budget, 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 21,499 ADA for the current fiscal year, or a 1.5 percent decrease from the certified 2021-22 P-2 ADA. For 2023-24 the district projects a 1.2 percent decrease in ADA and for 2024-25 the district projects a 1.4 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 COLAs for LCFF funding of 6.56 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. If the district has not already made revisions to its revenues and expenditures 45 days after the enacted State Budget, 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 21, 2022, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2022-23 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 Desert Sands 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.