



**Riverside County  
Board of Education**

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**DATE:** August 26, 2022

**TO:** Ms. Renee Hill, District Superintendent  
Mr. Brent Lee, Board President  
Mrs. Erin Power, Assistant Superintendent, Business Services  
Mr. Daniel Sosa, Assistant Superintendent, Curriculum and Instruction TK-12  
Riverside 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.

Riverside Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2021 <sup>1</sup>	39,443	28,188	6,144	168	691	4,778
Enrollment Percent 2021 <sup>1</sup>	N/A	71.5	15.6	0.4	1.8	12.1
English Language Arts (ELA) Achievement	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#
English Language Proficiency Assessments for California (ELPAC) Summative Level 4 Percentage 2021 <sup>2</sup>	N/A	N/A	8.5	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 <sup>3†</sup>	N/A	N/A	5.4	N/A	N/A	N/A
Graduation Rate 2021 <sup>1</sup>	96.2	95.6	88.0	*	87.4	82.8
College and Career Prepared Rate 2021	#	#	#	#	#	#
A-G Completion Rate 2021 <sup>1</sup>	51.2	43.9	23.3	*	36.8	10.5
Career Technical Education (CTE) Completion Rate 2021 <sup>1</sup>	6.3	5.7	3.2	*	4.7	3.5
Dropout Rate 2021 <sup>3</sup>	2.2	2.8	7.7	15.4	8.2	4.1

Riverside 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 <sup>3</sup>	12.8	16.3	19.1	28.1	33.6	18.4
Suspension Rate 2021 <sup>3</sup>	0.2	0.2	0.1	0.3	0.4	0.4
Expulsion Rate 2021 <sup>3</sup>	0.0	0.0	0.0	0.0	0.0	0.0
<sup>1</sup> California School Dashboard/Dashboard Additional Report Files <sup>2</sup> CAASPP (California Assessment of Student Performance and Progress)/ELPAC Reporting Website and Files <sup>3</sup> 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						

Riverside 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 <sup>1</sup>	39,443	132	1,399	2,339	474	26,111	127	7,553	803
Enrollment Percent 2021 <sup>1</sup>	N/A	0.3	3.5	5.9	1.2	66.2	0.3	19.1	2.0
English Language Arts (ELA) Achievement	#	#	#	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#	#	#	#
Graduation Rate 2021 <sup>1</sup>	96.2	*	97.5	94.5	93.6	95.8	*	97.9	97.4
College and Career Prepared Rate 2021	#	#	#	#	#	#	#	#	#
A-G Completion Rate 2021 <sup>1</sup>	51.2	*	73.6	51.8	76.6	45.6	*	58.9	55.8

Riverside 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 <sup>1</sup>	6.3	*	11.6	4.5	17.0	5.7	*	7.1	6.5
Dropout Rate 2021 <sup>3</sup>	2.2	*	1.7	3.2	2.1	2.5	*	1.0	2.7
Chronic Absenteeism Rate 2021 <sup>3</sup>	12.8	19.0	2.9	16.7	2.5	14.9	18.9	7.2	10.2
Suspension Rate 2021 <sup>3</sup>	0.2	0.0	0.2	0.2	0.2	0.2	0.7	0.2	0.4
Expulsion Rate 2021 <sup>3</sup>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<sup>1</sup> California School Dashboard/Dashboard Additional Report Files <sup>2</sup> CAASPP/ELPAC Reporting Website and Files <sup>3</sup> 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 comprehensive professional development around the following topics: Technology, English Language Development, Ethnic Studies, College and Career Readiness, Career Technical Education, Common Core State Standards, Preschool, Multi-Tiered System of Supports (MTSS), Culturally Responsive Leadership, and Cultural Proficiency. Furthermore, the district is to be commended for their alignment of actions and services within the Multi-Tiered System of Supports (MTSS).

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 investigate the impact of its efforts to recruit quality educators of diverse backgrounds, on student academic outcomes?

- How might the district demonstrate that all comprehensive professional learning opportunities provided to staff are aligned, coordinated, and effective in improving ELA and mathematics outcomes for all students?

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

The district is to be commended for its efforts to increase services aimed at growing diverse participation in Advanced Placement (AP) classes, growing access for students to participate in college readiness activities, and offering virtual workshops, which provided students with continued exposure to postsecondary resources.

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 could the district further explore and eliminate barriers to AP course access and completion for traditionally underserved students?
- How might the district's credit recovery efforts and virtual learning opportunities be leveraged for a more universal approach to increasing course access and acceleration for all students?

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

The district is to be commended for collaborating with community partners by providing professional development, which addressed staff capacity building to de-escalate student behavior more effectively to avoid suspensions because of willful defiance. Additionally, the district took actions to engage a more diverse workforce in the interest of recruitment through virtual engagement.

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

- What measurements could be further developed to evaluate the effectiveness and impact of wellness initiatives?
- How might the district expand or increase efforts to comprehensively build capacity for educational partners to acquire skills needed to interact more effectively to mitigate student behavioral infractions?
- In what ways might the district explore evaluating the effectiveness and impact of mentioned services provided in collaboration with community partners on pupil engagement and school climate?

### **Monitoring Progress**

It is recommended that the district continue to utilize a process to assess the progress of each planned action and its effectiveness in achieving the Desired Outcomes related to each goal specified in the LCAP. The information received from progress monitoring can support communication with educational partners 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 37,110 ADA for the current fiscal year, or a 1.8 percent increase from the certified 2021-22 P-2 ADA. For 2023-24, the district projects a 1.0 percent decrease in ADA and for 2024-25 the district projects a 2.2 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 COLAs for LCFF funding of 6.56 percent, 3.61 percent, and 3.64 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. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$13.5 million in 2022-23. Multi-year financial projections indicate an unrestricted General Fund operating deficit due to the spending down of LCAP carryover funds and the use of committed fund balance for the current fiscal year.

*Employee Negotiations* – Subsequent to the district's Adopted Budget, 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 Riverside Unified School District's size is 2.0 percent. However, the governing board requires the district maintain a 4.0 percent reserve for economic uncertainties. In light of the current fiscal environment, our office recommends districts maintain reserves higher than the

minimum and commends the district’s board for this fiscally prudent practice. The district projects to meet the minimum reserve requirement, and board required reserve, 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.