



Riverside County  
Board of Education

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Barbara Hale



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Elizabeth F. Romero

**DATE:** August 23, 2023

**TO:** Ms. Renee Hill, District Superintendent  
Dr. Angelo Farooq, Board President  
Mrs. Erin Power, Assistant Superintendent, Business Services  
Dr. 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   
Chief Business Official Chief Academic Officer  
(951) 826-6790 (951) 826-6648

**SUBJECT: 2023-24 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 2023-24 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 and the California Department of

Education (CDE). Based on our analysis, the district’s Local Control and Accountability Plan for the 2023-24 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.

Riverside Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2022 <sup>1</sup>	39,626	28,658	6,537	166	1,109	4,764
Enrollment Percent 2022 <sup>1</sup>	N/A	72.3	16.5	0.4	2.8	12.0
English Language Arts (ELA) Distance from Standard 2022 <sup>1</sup>	-13.8	-31.3	-71.3	-61.1	-66.8	-98.7
Mathematics Distance from Standard 2022 <sup>1</sup>	-58.3	-77.2	-104.7	-109.6	-112.8	-135.6
English Learner Progress Indicator 2022 <sup>1</sup>	N/A	N/A	46.1	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2022 <sup>2†</sup>	=	=	=	=	=	=
Graduation Rate 2022 <sup>1</sup>	94.0	93.1	81.3	57.1	83.0	85.2
College and Career Prepared Rate 2022	#	#	#	#	#	#
A-G Completion Rate 2022 <sup>1</sup>	48.6	42.2	20.4	14.3	29.5	9.1
Career Technical Education (CTE) Completion Rate 2022 <sup>1</sup>	7.3	6.8	4.9	4.8	5.8	3.6
Dropout Rate 2022 <sup>2</sup>	3.2	3.9	10.8	10.0	9.9	2.3

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 2022 <sup>1</sup>	28.3	32.3	28.8	31.6	47.6	37.2
Suspension Rate 2022 <sup>1</sup>	4.1	4.8	4.0	9.4	6.5	6.9
Expulsion Rate 2022 <sup>2</sup>	0.2	0.2	0.2	1.1	0.5	0.4
<sup>1</sup> California School Dashboard/Dashboard Additional Report Files <sup>2</sup> CDE Dataquest and Files † Indicator Includes Charter Schools Within the District * Data Suppressed for Student Privacy Reasons = Data Unavailable Due to California Department of Education Delay in Release # 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 2022 <sup>1</sup>	39,626	124	1,437	2,340	462	26,743	127	7,104	763
Enrollment Percent 2022 <sup>1</sup>	N/A	0.3	3.6	5.9	1.2	67.5	0.3	17.9	1.9
English Language Arts (ELA) Distance from Standard 2022 <sup>1</sup>	-13.8	-21.4	66.3	-30.1	62.0	-29.6	-16.6	25.2	31.0
Mathematics Distance from Standard 2022 <sup>1</sup>	-58.3	-81.6	41.4	-84.9	24.0	-75.7	-54.1	-15.1	-6.0
English Learner Progress Indicator 2022 <sup>1</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2022 <sup>2†</sup>	=	=	=	=	=	=	=	=	=
Graduation Rate 2022 <sup>1</sup>	94.0	81.8	97.0	94.0	97.8	93.0	100.0	96.4	95.8

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
College and Career Prepared Rate 2022	#	#	#	#	#	#	#	#	#
A-G Completion Rate 2022 <sup>1</sup>	48.6	27.3	75.2	49.7	89.1	42.4	16.7	58.0	53.5
Career Technical Education (CTE) Completion Rate 2022 <sup>1</sup>	7.3	9.1	5.5	7.5	13.0	7.5	0.0	7.6	4.2
Dropout Rate 2022 <sup>2</sup>	3.2	13.6	0.6	2.1	0.0	4.1	0.0	1.2	2.9
Chronic Absenteeism Rate 2022 <sup>1</sup>	28.3	42.0	11.9	29.6	9.0	30.8	40.2	22.5	24.4
Suspension Rate 2022 <sup>1</sup>	4.1	6.3	1.3	7.6	1.2	4.2	11.7	3.2	5.0
Expulsion Rate 2022 <sup>2</sup>	0.2	0.7	0.1	0.3	0.0	0.2	1.4	0.1	0.4
<sup>1</sup> California School Dashboard/Dashboard Additional Report Files <sup>2</sup> CDE Dataquest and Files † Indicator Includes Charter Schools Within the District * Data Suppressed for Student Privacy Reasons ° Data Unavailable Due to California Department of Education Delay in Release # 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 2023-24 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 clarifying high expectations for students and providing processes and protocols for use throughout the instructional program as outlined in the Guide for Instructional Direction. Furthermore, the district is to be commended for its 94.1 percent graduation rate that is higher than both the State of California and Riverside County average. The district is also commended for the success of the Universal Screener implementation, and data analysis and progress monitoring professional development which increased educator knowledge and capacity to effectively use data to inform Multi-Tiered System of Supports (MTSS) decisions.

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 reflect on identified barriers to student success in Tier 1 instructional practices to increase success in English language arts (ELA) and mathematics?
- How might the district investigate the impact of its efforts to recruit, hire, and retain a diverse group of staff to support high-quality Tier 1 instruction including teachers, administration, and support staff, within specific areas of high need (e.g., mathematics, Chronic Absenteeism, etc.)?
- How might the district demonstrate the alignment of professional development and the evaluation of professional development beyond implementation to improve ELA and mathematics outcomes for all students?
- How might the district redesign professional development opportunities to account for variability of learners and issues of access such as insufficient substitute personnel?

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

The district is to be commended for the 2022 AVID graduation rate of 99.5 percent and A-G completion at 93.1 percent; extended learning opportunities that support student achievement and recovery efforts; three-year increases in African American and Socioeconomically Disadvantaged students' University of California/California State University (UC/CSU) systems' A-G completion rates; increases in International Baccalaureate (IB) students completing IB Exams with a "4" or higher score; and the addition of dedicated MTSS support staff, including MTSS counselors, MTSS liaisons, Inclusive Practices Specialists, and MTSS psychologists, has contributed to the positive outcomes and success of the program.

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 continue to refine the communication and coordination of resources across the various departments, staff, and priority areas in order to strengthen the deployment of resources and supports for students?
- How will the district use the results of universal screeners to closely monitor and to support student access to and success in rigorous course placement and rigorous coursework?

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

The district is to be commended for its intentional usage of school counselors and the 420 percent increase in interactions from October 2021 to April 2022 that included the usage of small groups, "lunch bunches" and classroom instruction. The district is also to be commended for its districtwide wellness initiative for students, educators, and families. Furthermore, the district is to be commended for its work on equity such as the RUSD Equity Taskforce; District Equity Framework & Equity Actions Continuum; and the implementation of districtwide MTSS.

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

- In what ways might the district leverage educational partner collaboration to decrease chronic absenteeism and suspension rates for all student groups?

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 2023-24 May Revise. Subsequently, the 2023-24 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 36,240 ADA for the current fiscal year, or a 0.4 percent decrease from the certified 2022-23 P-2 ADA. For 2024-25, the district projects a 1.0 percent decrease in ADA. For 2025-26, the district projects a 0.6 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 8.22 percent, 3.94 percent, and 3.29 percent for the 2023-24, 2024-25, and 2025-26 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2023-24 State Budget.

*Unrestricted Deficit Spending* – The district's Adopted Budget indicates a positive ending balance for all funds in the 2023-24 fiscal year. For the unrestricted General Fund, the district anticipates expenditures and uses will not exceed revenues and sources through 2025-26.

*Employee Negotiations* – As of the board date, June 29, 2023, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2023-24 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 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 2022-23 deposit amount, triggering the local reserve cap for the 2023-24 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 2023-24 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.