



Riverside County
Board of Education

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DATE: August 23, 2023

TO: Mr. John Huber, District Superintendent
Mr. Ken French, Board President
Ms. Penni Harbauer, Assistant Superintendent of Business Services
Dr. Jennie Kosters-LaBriola, Director of Student Services and Special Education
Nuview Union School District

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

BY: Scott Price, Ph.D.  Amanda Corridan 
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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.

Nuview Union School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2022 ¹	1,459	1,170	482	7	139	182
Enrollment Percent 2022 ¹	N/A	80.2	33.0	0.5	9.5	12.5
English Language Arts (ELA) Distance from Standard 2022 ¹	-44.1	-51.3	-59.9	N/A	-72.4	-112.0
Mathematics Distance from Standard 2022 ¹	-79.0	-85.6	-93.5	N/A	-96.5	-135.1
English Learner Progress Indicator 2022 ¹	N/A	N/A	46.9	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2022 ^{2†}	=	=	=	=	=	=
College and Career Prepared Rate 2022	#	#	#	#	#	#
Chronic Absenteeism Rate 2022 ¹	45.7	47.3	44.4	22.2	53.1	51.0
Suspension Rate 2022 ¹	2.5	2.7	2.1	5.0	3.0	4.1
Expulsion Rate 2022 ²	0.0	0.0	0.0	0.0	0.0	0.0
¹ California School Dashboard/Dashboard Additional Report Files ² 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						

Nuview Union 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 ¹	1,459	1	7	21	1	1,203	2	173	28
Enrollment Percent 2022 ¹	N/A	0.1	0.5	1.4	0.1	82.5	0.1	11.9	1.9
English Language Arts (ELA) Distance from Standard 2022 ¹	-44.1	N/A	N/A	-27.9	N/A	-47.9	N/A	-37.2	2.7
Mathematics Distance from Standard 2022 ¹	-79.0	N/A	N/A	-66.5	N/A	-84.7	N/A	-60.0	-28.8
English Learner Progress Indicator 2022 ¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2022 ^{2†}	=	=	=	=	=	=	=	=	=
College and Career Prepared Rate 2022	#	#	#	#	#	#	#	#	#
Chronic Absenteeism Rate 2022 ¹	45.7	N/A	N/A	56.5	N/A	45.6	N/A	44.7	51.1
Suspension Rate 2022 ¹	2.5	N/A	N/A	4.2	N/A	2.5	N/A	3.4	0.0
Expulsion Rate 2022 ²	0.0	*	*	0.0	*	0.0	*	0.0	0.0
¹ California School Dashboard/Dashboard Additional Report Files ² 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 increasing the academic performance in mathematics for the Students with Disabilities student group by 39.6 points. The district attributes this area of growth due to the partnership with the Compliance Improvement Monitoring (CIM) Process for Special Education. Similarly, the district reports that 46.9 percent of English Learners are making progress towards English proficiency, which represents a 1.5 percent point increase over the baseline year of 2019. Furthermore, the district is to be commended for the collaboration with

its Educational Services and Instructional Technology departments for each grade level that “encourages the students to be producers instead of consumers of technology.”

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

- How might the Compliance Improvement Monitoring (CIM) Process structured classroom walkthroughs be expanded across other content areas and grade levels to increase feedback and support for all teachers and students?
- In what ways might the district consider how professional development around instructional initiatives [Best First Instruction, Step Up to Writing, Universal Design for Learning (UDL), etc.] impact student learning for unduplicated pupils?
- How might the district utilize resources both inside and outside the district to provide professional development on the UDL framework and guidelines, including the integration of educational technology, to improve classroom instruction?
- How might the design and implementation of UDL lessons further aid in the direction of exploration of the arts, digital literacy, and student voice?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for the addition of instructional minutes, enrichment opportunities, and a low-class-size ratio. Additionally, the district has created Science, Technology, Engineering, and Mathematics (STEM) labs at each elementary and middle school where students can explore and learn in an engaging, hands-on environment. The district should also be commended for providing 1:1 devices and internet access to all students both at school and at home through upgraded infrastructure and WIFI hotspots. Finally, the district supports students and staff with the integration of technology through applications such as those provided as part of the Google Workspace environment which provides an atmosphere where students are able to learn and create through the use of educational technology.

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:

- What would it look like to incorporate arts into the district STEM lab curriculum to create Science, Technology, Engineering, Arts, and Mathematics (STEAM) labs?
- How might the district connect with families by providing opportunities for them to engage with the technology tools used for classroom instruction?
- How might the district explore an outside network of support for professional development in educational technology?

Student Engagement and School Climate

The district is to be commended for offering additional parent involvement opportunities such as student/parent engagement classes where parents and students learn together, hiring additional specialty teachers to provide support in the areas of art and music, and increasing professional development for all staff (including paraprofessionals) in the areas of instruction, behavior, and social and emotional support. The district is also to be commended for

successfully reducing the amount of suspensions for all students, including students with disabilities.

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

- What might it look like to consider Riverside County and community partnerships to enhance student and family engagement experiences?
- How might the district explore opportunities to further engage parents to increase the number who report “feeling welcomed” at school sites?
- What might a progress monitoring system look like to determine the effectiveness of the additional instructional minutes to improve student engagement?

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

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 1,435 ADA for the current fiscal year, or a 4.9 percent increase from the certified 2022-23 P-2 ADA. For 2024-25, the district projects a 3.8 percent increase in ADA. For 2025-26, the district projects a 3.2 percent increase 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 6.50 percent, 3.54 percent, and 3.31 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. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$0.2 million in 2023-24.

Employee Negotiations – As of the board date, June 8, 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 Nuvview Union School District’s size is 3.0 percent; however the governing board requires the district maintain a 10.0 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.

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.