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DATE: August 25, 2021

TO: Dr. Luis Valentino, District Superintendent
Mr. Joey Acuña Jr., Board President
Mr. Joe Dominguez, Assistant Superintendent, Business Services
Dr. Josie Paredes, Assistant Superintendent, Educational Services
Coachella Valley 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: 2021-22 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 2021-22 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; and
- The plan adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated pupils.

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 2021-22 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 the 2021-22 Local Control and Accountability Plan 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 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.

Coachella Valley Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2020 ¹	17,657	16,193	7,038	66	415	2,014
Enrollment Percentage 2020 ¹	N/A	91.7%	39.9%	0.4%	2.4%	11.4%
ELA Distance from Standard 2019 ¹	-56.8	-60.1	-72.8	-117.9	-82.6	-138.6
Math Distance from Standard 2019 ¹	-86.2	-89.4	-95.6	-143.3	-114.7	-169.0
English Language Progress Indicator Rate 2019 ¹	N/A	N/A	47.0%	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 ^{2†}	N/A	N/A	5.4%	N/A	N/A	N/A
Graduation Rate 2020 ¹	82.5%	82.5%	71.3%	53.8%	66.7%	68.2%
College and Career Prepared Rate 2020 ¹	32.6%	32.8%	9.3%	15.4%	10.0%	4.8%
A-G Completion Rate 2020 ²	42.4%	42.3%	20.5%	28.6%	17.1%	13.0%
CTE Completion Rate 2020 ¹	17.3%	17.4%	8.2%	7.7%	10.0%	10.2%
Dropout Rate 2020 ²	12.7%	12.7%	21.7%	42.9%	21.0%	18.4%
Chronic Absenteeism Rate 2019 ¹	14.2%	14.6%	12.9%	22.7%	22.0%	20.2%
Suspension Rate 2020 ²	2.9%	3.1%	2.4%	5.6%	4.3%	6.6%
Expulsion Rate 2020 ²	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
¹ California School Dashboard Data Files ² CDE Dataquest and Files [†] Indicator Includes Charter Schools Within the District *Data Suppressed for Student Privacy Reasons						

Coachella 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 2020 ¹	17,657	87	14	28	5	17,254	3	166	32
Enrollment Percentage 2020 ¹	N/A	0.5%	0.1%	0.2%	0.0%	97.7%	0.0%	0.9%	0.2%
ELA Distance from Standard 2019 ¹	-56.8	-88.7	*	*	*	-56.8	*	-55.2	-77.4
Math Distance from Standard 2019 ¹	-86.2	-125.4	*	*	*	-86.0	*	-91.0	150.7
Graduation Rate 2020 ¹	82.5%	*	*	*	*	82.7%	N/A	72.7%	*
College and Career Prepared Rate 2020 ¹	32.6%	*	*	*	*	32.9%	N/A	36.4%	*
A-G Completion Rate 2020 ²	42.4%	*	*	*	*	42.6%	*	37.5%	*
CTE Completion Rate 2020 ¹	17.3%	*	*	*	*	17.4%	N/A	18.2%	*
Dropout Rate 2020 ²	12.7%	*	*	*	*	12.6%	*	18.2%	*
Chronic Absenteeism Rate 2019 ¹	14.2%	37.7%	*	16.7%	*	14.0%	*	23.1%	21.4%
Suspension Rate 2020 ²	2.9%	13.7%	0.0%	5.6%	*	2.9%	*	3.1%	2.7%
Expulsion Rate 2020 ²	0.00%	0.00%	0.00%	0.00%	*	0.00%	*	0.00%	0.00%
¹ California School Dashboard Data 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 2021-22 Local Control and Accountability Plan and the refinement of the plan in future years:

Student Academic Success in English Language Arts (ELA) and Mathematics

The district should be commended for prioritizing resources and services that support English Learners through a variety of programs such as a newcomer academy, professional development focused on integrated and designated English Language Development (ELD) instruction, and direct support for students via mentoring and interventions. Additionally, the early adoption of a robust Learning Management System (LMS) to support instruction with both distance learning and face-to-

face environments as well as ensure student access to a guaranteed and viable curriculum are noteworthy.

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

- How might the district consider a systematic approach to evaluating the effectiveness of the instructional specialists' intervention supports? Additionally, how will the district leverage local assessments to drive instructional objectives and targeted interventions for students?
- How might the district ensure a cohesive professional development plan and leverage the distance-learning platform to support teacher use of instructional technology in the face-to-face classroom setting for more authentic and customized learning opportunities for students?
- How might the district reflect on identified barriers for student success in ELA and mathematics to refine current practices and increase teacher and learner clarity around in-person, hybrid, virtual and independent study environments to increase student achievement and engagement?
- How might support systems help middle school teachers effectively implement professional development efforts in daily classroom practice that support accelerating student growth in ELA and mathematics?

Course Access and Student Enrollment in Rigorous Coursework and Career Technical Education (CTE) Pathways

The district is to be commended for enrolling 50 percent of their high school students in CTE courses and for creating a CTE pipeline in their middle schools. Furthermore, the district is to be commended for a broad course of study including aquatics, athletics, ethnic studies, PUENTE, music, dual language programs, State Seal of Biliteracy, and Pathways to Success Teachers (Visual and Performing Arts). In addition, the district is to be commended for continuing to offer Career Technical Education and college readiness programs including college readiness testing support, Advancement Via Individual Determination (AVID), and district coordinators for college and career, as well as extended learning opportunities such as 21st Century and After School Safety and Enrichment for Teens (ASSETs) high school programs, and alternative education opportunities.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to course access and student enrollment in rigorous coursework and CTE pathways:

- How can the district build upon the success of the model used to increase student enrollment in CTE and leverage these practices to increase student access, enrollment, and successful completion of A-G and Advanced Placement (AP) courses?
- How might the district close the gap in CTE pathways and A-G approved courses among student groups, particularly English Learner, Foster Youth, and Students with Disabilities?
- How might the district engage in more purposeful recruitment and monitoring practices ensuring more English Learners and Students with Disabilities enroll in and complete College/Career Indicator (CCI) courses?

- How might current district monitoring systems and distance learning platforms be leveraged to close the achievement gap between student groups, increase A-G completion, and mitigate learning loss?

Pupil Engagement and School Climate

The district is to be commended for their efforts at seeking community input and stakeholder voice to support and improve school and district climate, culture, engagement, and social and emotional learning. This is evident in the low suspension rate of 2.9 percent in 2019-20. Additionally, the district is also to be commended for providing a comprehensive parent education program intended to enhance and support their child's academic and social development.

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

- How might the district utilize the continuous improvement process and technology to refine programs and resources to decrease chronic absenteeism and improve the climate and support for academic learning?
- What practices or frameworks might the district consider as the district addresses Tier 1 efforts within their Multi-Tiered System of Supports (MTSS) Framework?
- In what ways might the district monitor and evaluate the implementation and impact of Restorative Justice, Positive Behavioral Interventions and Supports (PBIS), and other district initiatives on increasing academic achievement?

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>.

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 2021-22 May Revise. Subsequently, the 2021-22 State Budget was adopted, which contained significant differences from the May Revise. The district should update and revise its budget projections to reflect changes in available funding and the associated programming responses.

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 16,423 ADA for the current fiscal year, or a 1.6 percent decrease from the held harmless 2020-21 P-2 ADA. The district projects a 1.4 percent decrease in 2022-23 and a 1.3 percent decrease in 2023-24. 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 incorporates LCFF funding as proposed in the Governor's 2021-22 May Revision which includes compounded COLAs of 5.07 percent, 2.48 percent, and 3.11 percent for the 2021-22, 2022-23, and 2023-24 fiscal years, respectively. Subsequent to the district's Adopted Budget approval, the 2021-22 enacted State Budget increased the concentration grant funding factor from 50 percent to 65 percent, which includes a provision that 15 percent of the grant must be used to increase the number of credentialed or classified staff who provide direct services to pupils. We encourage the district to update its projection of available LCFF funding provided by the enacted state budget and incorporate the stakeholder engagement process in the creation of the district's one-time supplement to the *Annual Update* of the 2021-22 Local Control and Accountability Plan, which must be board approved on, or before, February 28, 2022.

Unrestricted Deficit Spending – The district's Adopted Budget indicates a positive ending balance for all funds in the 2021-22 fiscal year. Currently the district's projections do not indicate unrestricted deficit spending through the 2023-24 fiscal year.

Employee Negotiations – As of the board date, June 30, 2021, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2021-22 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 Coachella 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.

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 2021-22 fiscal year. Should the district identify the need for other 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.

COVID-19 Response Funds – Both the Federal and State governments have provided substantial one-time funding to schools in response to the COVID-19 pandemic, which include specific restrictions on timing and use of the funds. The enacted budget trailer bill extended several timelines for the one-time funding, therefore developing multi-year plans on the use of these funds, as well as capturing additional detail required for federal reporting purposes, will be critical to the district’s long-term plan. We encourage districts to begin formulating a plan for these funds that incorporates Federal and State requirements and how the district will mitigate any ongoing expenditures that are planned to be supported by one-time funding.

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.