



RIVERSIDE COUNTY
OFFICE OF EDUCATION

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DATE: August 25, 2021

TO: Mr. John Huber, District Superintendent
Mr. Ken French, Board President
Mr. Jeff Simmons, Chief Business Official
Nuviev Union 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
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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.

Nuviv Union School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2020 ¹	1,549	1,268	479	6	125	164
Enrollment Percentage 2020 ¹	N/A	81.9%	30.9%	0.4%	8.1%	10.6%
ELA Distance from Standard 2019 ¹	-21.2	-29.0	-34.7	*	-26.8	-101.6
Math Distance from Standard 2019 ¹	-52.3	-57.3	-67.8	*	-58.5	-136.1
English Language Progress Indicator Rate 2019 ¹	N/A	N/A	45.4%	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 ^{2†}	N/A	N/A	19.2%	N/A	N/A	N/A
Chronic Absenteeism Rate 2019 ¹	9.6%	9.4%	8.0%	*	14.4%	13.9%
Suspension Rate 2020 ²	2.3%	2.4%	1.9%	7.1%	2.5%	4.6%
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						

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 2020 ¹	1,549	3	7	26	3	1,249	1	225	19
Enrollment Percentage 2020 ¹	N/A	0.2%	0.5%	1.7%	0.2%	80.6%	0.1%	14.5%	1.2%
ELA Distance from Standard 2019 ¹	-21.2	*	*	*	*	-25.1	*	-0.2	*
Math Distance from Standard 2019 ¹	-52.3	*	*	*	*	-57.3	*	-26.6	*
Chronic Absenteeism Rate 2019 ¹	9.6%	*	*	11.4%	*	9.4%	*	10.2%	8.3%
Suspension Rate 2020 ²	2.3%	*	*	0.0%	*	2.1%	*	3.6%	0.0%
Expulsion Rate 2020 ²	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 is to be commended for its diligence and focus in addressing the needs of English Learners as well as those students who participated in the Special Education program. The district’s efforts contributed to quantifiable growth for both student groups. Despite the disruption caused by COVID-19, the district maintained the continuity of instruction and social-emotional support for all students and was flexible and creative in coordinating human resources to support student and staff needs. For example, the district provided comprehensive professional development to build staff capacity for distance learning and proactively addressed anticipated learning loss by administering universal screeners and diagnostic assessments.

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

- How might the district make use of local performance indicators and local self-assessment tools to help to maintain or build upon the general upward trend in ELA and mathematics?

- In what ways and at what intervals might sharing interim progress data elicit course-corrections and improve participation and engagement among all stakeholders beyond School Site Council and DELAC?
- What might it look like to celebrate interim progress and course corrections along the way to improve academic student outcomes?
- In what ways might you appraise and monitor the classroom impact of teacher professional learning?

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

The district is to be commended for its focus on Science, Technology, Engineering, and Mathematics (STEM) and the Next Generation Science labs at all school sites. In addition, we applaud the district for addressing the Next Generation Science Standards in such a creative fashion.

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:

- What if STEM labs and Maker Spaces became enrichment opportunities accessible to all students with priority given to students most in need of intervention?
- What types of professional learning opportunities might make the district's STEM and Maker Space implementation part of best zfirst instruction?
- What might it look like to explore the ways in which STEM and Maker Space programs serve to contextualize mathematics and science standards for all students, including students in interventions to support academic growth?
- What considerations should be made by the district when monitoring the impact of STEM enrichment on increasing mathematics and science performance?

Pupil Engagement and School Climate

The district is to be commended for the use of a variety of reporting systems to ensure safety, communication, and attendance is maintained at each school site. Furthermore, the district is to be commended for providing the technology and software resources to all students to engage in standards-based instruction both online and in small groups. Additionally, the district is also to be commended for ensuring that full-time counselors were available at each school site and exploring the expansion of mental health and/or administrative support for implementation of Positive Behavioral Interventions and Supports (PBIS). Lastly, the district carefully tending to the physical and mental health needs of students through partnerships with external organizations and by activating the counseling staff and nutrition services staff to address these needs should be commended.

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 explore the use of existing measures such as home visits to ascertain comprehensive and representative stakeholder feedback about barriers for communicatively disenfranchised populations?

- What might it look like to explore and mitigate the disproportionality of suspension, chronic absenteeism, and expulsion rates among non-numerically significant student groups (i.e., African American) to determine the implementation of best practices universally applied to address needs of all students?
- What considerations should be made by the district for how students and families access site-based systemic mental health supports?
- What might it look like for the district to systematize the implementation and monitoring of PBIS to include an exploration of root causes of infractions leading to suspensions?

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 1,417 ADA for the current fiscal year, or a 4.7 percent decrease from the held harmless 2020-21 P-2 ADA. The district projects a 0.8 percent increase in 2022-23 and flat ADA 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. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$0.2 million in 2021-22, \$0.6 million in 2022-23, and \$0.4 million in 2023-24. Our office strongly discourages districts from committing to additional ongoing expenditures without offsetting reductions and stresses the need to begin identifying solutions to reduce any structural deficit.

Employee Negotiations – As of the board date, June 24, 2021, the district reports salary and benefit negotiations are complete with the classified bargaining unit for the 2021-22 fiscal year. The district reports salary and benefit negotiations continue with the certificated bargaining unit 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 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 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.