



Riverside County  
Board of Education

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**DATE:** August 23, 2023

**TO:** Dr. Tony R. Signoret, Interim District Superintendent  
Mr. John Gerardi, Board President  
Mr. Jeff Simmons, Chief Business Officer  
Dr. Simone Kovats, Assistant Superintendent, Educational Services  
Palm Springs 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: 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.

Palm Springs 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>	20,459	19,721	5,954	146	1,356	2,390
Enrollment Percent 2022 <sup>1</sup>	N/A	96.4	29.1	0.7	6.6	11.7
English Language Arts (ELA) Distance from Standard 2022 <sup>1</sup>	-43.1	-43.7	-71.8	-83.3	-63.6	-131.4
Mathematics Distance from Standard 2022 <sup>1</sup>	-90.5	-91.0	-109.9	-126.3	-102.9	-168.6
English Learner Progress Indicator 2022 <sup>1</sup>	N/A	N/A	44.2	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2022 <sup>2†</sup>	=	=	=	=	=	=
Graduation Rate 2022 <sup>1</sup>	89.4	89.7	77.2	76.9	78.0	73.1
College and Career Prepared Rate 2022	#	#	#	#	#	#
A-G Completion Rate 2022 <sup>1</sup>	40.2	40.3	16.5	0.0	27.4	3.8
Career Technical Education (CTE) Completion Rate 2022 <sup>1</sup>	15.9	16.1	7.4	0.0	9.5	5.9
Dropout Rate 2022 <sup>2</sup>	7.3	7.2	14.5	25.0	13.9	12.7

Palm Springs 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>	31.1	31.2	28.8	40.2	39.7	38.2
Suspension Rate 2022 <sup>1</sup>	5.8	5.9	5.4	14.5	6.3	9.0
Expulsion Rate 2022 <sup>2</sup>	0.2	0.2	0.2	0.4	0.3	0.3
<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						

Palm Springs 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>	20,459	89	147	893	355	16,505	19	1,922	529
Enrollment Percent 2022 <sup>1</sup>	N/A	0.4	0.7	4.4	1.7	80.7	0.1	9.4	2.6
English Language Arts (ELA) Distance from Standard 2022 <sup>1</sup>	-43.1	-70.1	40.8	-65.8	30.9	-49.5	N/A	-1.9	-11.8
Mathematics Distance from Standard 2022 <sup>1</sup>	-90.5	-104.6	14.0	-124.5	-24.9	-95.8	N/A	-54.6	-59.6
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>	89.4	N/A	76.5	93.4	96.2	89.1	N/A	89.8	87.9

Palm Springs 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>	40.2	N/A	76.5	31.6	75.0	37.8	N/A	46.5	51.5
Career Technical Education (CTE) Completion Rate 2022 <sup>1</sup>	15.9	N/A	17.6	10.5	28.8	15.3	N/A	18.7	15.2
Dropout Rate 2022 <sup>2</sup>	7.3	*	11.8	2.7	1.9	7.8	*	5.9	9.1
Chronic Absenteeism Rate 2022 <sup>1</sup>	31.1	57.1	13.6	41.8	10.8	30.9	11.1	31.2	31.5
Suspension Rate 2022 <sup>1</sup>	5.8	9.6	0.6	12.1	1.1	5.6	3.7	5.2	7.6
Expulsion Rate 2022 <sup>2</sup>	0.2	0.0	0.0	0.5	0.3	0.2	0.0	0.1	0.0
<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 <sup>°</sup> 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 its English Learner Progress Indicator (ELPI) results indicating 44.2 percent of English Learners made progress on the Spring 2022 English Language Proficiency Assessments for California (ELPAC). In addition, we commend the district for its expansion of Multi-Tiered System of Supports (MTSS), instructional coaches (Teachers on Special Assignment – TOSAs), reduced class sizes, continued progress monitoring and school-home connections through family surveys and educational partner feedback.

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

- How might the success of Elementary Science, Technology, Engineering, Arts, and Mathematics (STEAM) be used to support all students in mathematics?
- How might the additional online resources be used with Universal Design for Learning (UDL) and the MTSS tiered system to best support Tier 1 (first instruction) and the learning needs in secondary mathematics?
- How can the new Middle School Math TOSA collaborate with elementary TOSAs to ensure a seamless grade-level transition and provide consistent support to students during their academic progress?

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

The district is to be commended for actions taken related to grade recovery, performance monitoring, and counseling services in the effort to rebound graduation rates and the number of graduates meeting University of California/California State University (UC/CSU) requirements. The district is committed to an intentional focus on MTSS, UDL, Dual Language Immersion (DLI), Advancement Via Individual Determination (AVID), credit recovery Work-Based Learning, and actions from the district's A-G Completion Improvement Grant to increase the number of students who are college and career ready.

The district is to be commended for a commitment to equity in technology access via the district's 1:1 device program which continues to provide home wireless internet support for students through hotspots and integrating technology into instruction. In addition, E-sports programs provide access for Low Income (LI), English Learner (EL), and Foster Youth (FY) students to a variety of technology experiences at district, county, and state levels.

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 promote increased participation and student success for Advanced Placement courses, in an effort to address academic achievement that supports student access and enrollment in rigorous coursework?
- How might technology integration and participation in E-sports be further leveraged to impact access to rigorous coursework and student success?

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

The district is to be commended for identifying and taking actions to address the high chronic absenteeism rate by adding Behavioral TOSAs, Behavioral Analysts, Behavioral Paraprofessionals, Social Workers, Mental Health Counselors, Community Liaisons, and engaging the diverse Parent Advisory Committees (PACs), additional Assistant Principals and Student Deans to support students' social-emotional and mental health districtwide.

The district is also to be commended for the innovative response to address elementary chronic absenteeism with the implementation of "Game On" structured recess play, along with extended recess and building positive relationships and fostering a sense of community and belonging.

The district is to be commended for the response to the student safety concerns districtwide, as evidenced in Panorama surveys, by adding campus security officers, School Resource Officers (SROs), having been trained in building positive relationships with the diverse population of students, as well as the successful training of over 2,000 staff members with the ALICE Training® Solutions protocols and framework for responding to emergency situations.

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

- How might the district assess the effectiveness of the various programs and additional staff dedicated to addressing chronic absenteeism?
- With the continued refinement of MTSS structures and Social and Emotional Learning (SEL) efforts, how will the district monitor how the needs of specific student groups are being met?

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 17,860 ADA for the current fiscal year, or a 0.4 percent increase from the certified 2022-23 P-2 ADA. For 2024-25 and 2025-26, the district projects a 1.0 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 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 \$11.2 million in 2023-24 and \$16.7 million in 2024-25.

*Employee Negotiations* – As of the board date, June 27, 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 Palm Springs 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. 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.