



Riverside County  
Board of Education

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**DATE:** September 13, 2019

**TO:** Dr. David Pyle, District Superintendent  
Mr. Scott Sewell, Board President  
Mr. Jeff Simmons, Chief Business Official  
Mr. John Huber, Assistant Superintendent  
Nuvview Union School District

**FROM:** Judy D. White, Ed.D., Riverside County Superintendent of Schools

**BY:** Tina Daigneault  Chief Business Official (951) 826-6790  
Cynthia Glover Woods  Chief Academic Officer (951) 826-6648

**SUBJECT: 2019-20 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 2019-20 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 2019-20 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 2019-20 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 LEAs closely monitor the metrics listed in the data table below for all student groups.

Nuvieu Union School District											
Indicator	District	African American	American Indian or Alaska Native	Hispanic or Latino	White	Two or more Races	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless Youth
Dashboard: Academic Indicator for English Language Arts	Orange	*	*	Orange	Yellow	*	Orange	Orange	Red	*	Orange
Dashboard: Academic Indicator for Mathematics	Orange	*	*	Orange	Orange	*	Orange	Orange	Red	*	Orange
Dashboard: Chronic Absenteeism	Green	*	*	Green	Green	*	Green	Green	Green	Green	Yellow
Dashboard: Suspension	Orange	*	*	Orange	Orange	*	Orange	Orange	Orange	Orange	Orange
English Learner Reclassification Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12.1%	N/A	N/A	N/A
Expulsion Rate	0.00%	0.00%	*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

\* – To protect student privacy, data are suppressed when student population (cohort students) is 10 or less.

To access additional data information, please go to <https://www.caschooldashboard.org/>.

We offer the following commendations and inquiry questions to consider for the implementation of the 2019-20 Local Control and Accountability Plan and the refinement of the plan in future years.

**Student Success in English Language Arts and Mathematics**

The district is to be commended for providing focused professional development in key areas for teachers as well as providing systematic release time for teachers to collaborate on instruction. The district’s establishment of teams to monitor data and program effectiveness is also noted. Additionally, the district is to be commended for providing Science, Technology, Engineering, and Mathematics (STEM) at all schools.

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

- How might the district use the data under each LCAP goal to create and monitor progress for students groups such as English Learners and Students with Disabilities?

- What might be the impact of developing differentiated targets to narrow achievement gaps between student groups?
- What might be the impact if site and district teams tailor monitoring for the English Learner student group in a manner that is similar to what is currently done for the Students with Disabilities student group?

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

The district is to be commended for increasing student access to school facilities and programs by implementing an additional bus route, expanding the school counseling program, and increasing the availability of media technicians in order to foster student success. In the classroom, the district is now fully implementing the Chromebook Initiative in Grades 3 through 8, as part of their Goal 4.

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

- How might the expansion of collaboration between case managers, teachers, and other stakeholder groups strategically support academic achievement and suspension rates for the Students with Disabilities student group?
- In what ways might the expansion of technology such as Chromebook Initiative enhance the first best instruction and engage all students in English language arts and mathematics?

### **Pupil Engagement and School Climate**

The district is to be commended for instituting and supporting systems to increase student engagement such as Positive Behavioral Interventions and Supports (PBIS). The district has also worked to increase parent engagement through the Latino Family Literacy project. Parent engagement has increased 5 percent for three years in a row.

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

- In what ways might soliciting student voice contribute to the reduction of suspension rates in the district?
- In what ways might the existing systems of support be further coordinated to impact student engagement and sense of belonging per expected annual measurable outcomes noted in the district's LCAP?
- Based on stakeholder feedback, how might existing or supplemental instructional programs serve to personalize learning for all students?
- How might the media center be leveraged to increase parent engagement and access to the parent survey?

### **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 expected annual measurable outcomes related to each goal specified in the Local Control and Accountability Plan (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 *Annual Update* 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 <http://www.rcoe.us/educational-services/assessment-accountability-continuous-improvement/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**

In accordance with California Education Code (EC) Section 42127, our office has completed its review of the district’s 2019-20 Adopted Budget to determine whether it complies with the criteria and standards adopted by the SBE and whether it allows the district to meet its financial obligations for the 2019-20 fiscal year, as well as satisfy its multi-year financial commitments.

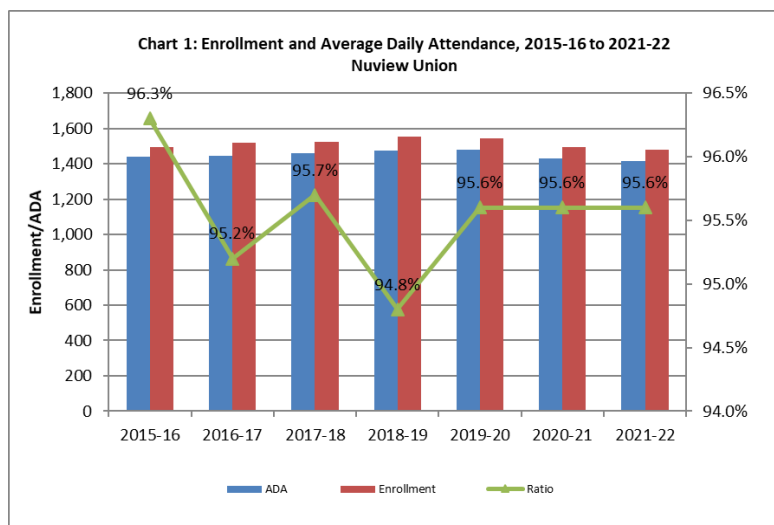
Based on our analysis of the information submitted, we approve the district’s budget, but note the following concerns:

- *Operating Deficits* – Multi-year financial projections indicate unrestricted General Fund operating deficits for the current and second subsequent fiscal years.
- *Declining Enrollment* – The district’s projections indicate declining enrollment for the current and two subsequent fiscal years.

### ***Assumptions and Other Considerations***

The district’s Adopted Budget was developed prior to adoption of the 2019-20 Adopted State Budget. Actual state budget data should be reviewed and incorporated into the district operating budget and multi-year projections during the First Interim Reporting process.

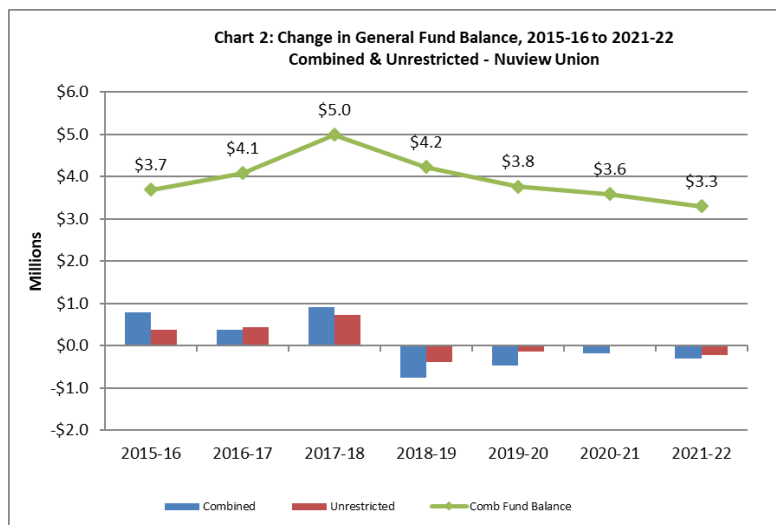
*Enrollment and Average Daily Attendance (ADA)* – The district’s projected ADA to enrollment ratio (capture rate) for 2019-20 is 95.6 percent, which is within the historical average ratio for the three prior fiscal years. The district estimates 1,478 ADA for the current fiscal year, or a 0.4 percent increase from the 2018-19 P-2 ADA. For 2020-21 and 2021-22, the district projects a 3.3 percent decrease and a 1.0 percent decrease, respectively.



**Unduplicated Pupil Percentage** – The district reports an unduplicated pupil percentage of 82.01 percent for 2019-20, 81.53 percent for 2020-21, and 81.48 percent for 2021-22. The district’s unduplicated pupil percentage included in the 2018-19 P-2 certification by the California Department of Education was 81.83 percent.

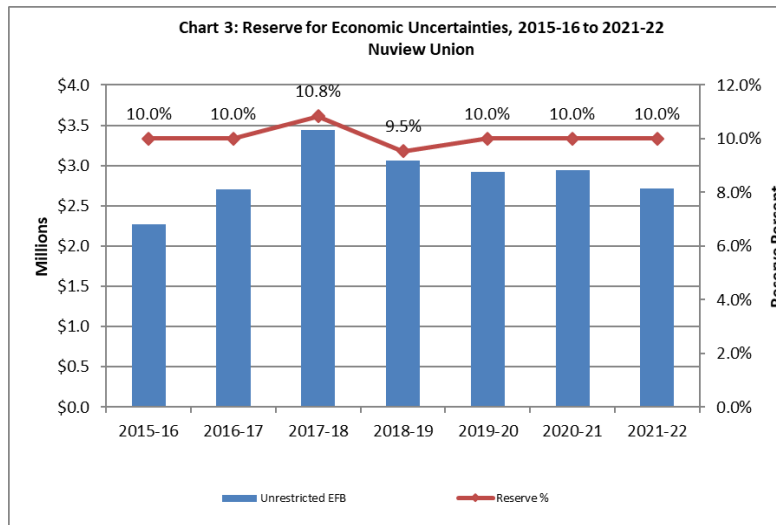
**Local Control Funding Formula (LCFF)** – The district has incorporated target funding as proposed in the Governor’s 2019-20 budget projections. Additionally, the district estimated COLAs of 3.26 percent, 3.00 percent, and 2.80 percent for the 2019-20, 2020-21, and 2021-22 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the Governor’s 2019-20 budget proposal.

**Fund Balance** – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2019-20 fiscal year. However, for the General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$0.5 million in 2019-20, \$0.2 million in 2020-21, and \$0.3 million in 2021-22. Chart 2 shows the district’s deficit spending historical trends and projections.

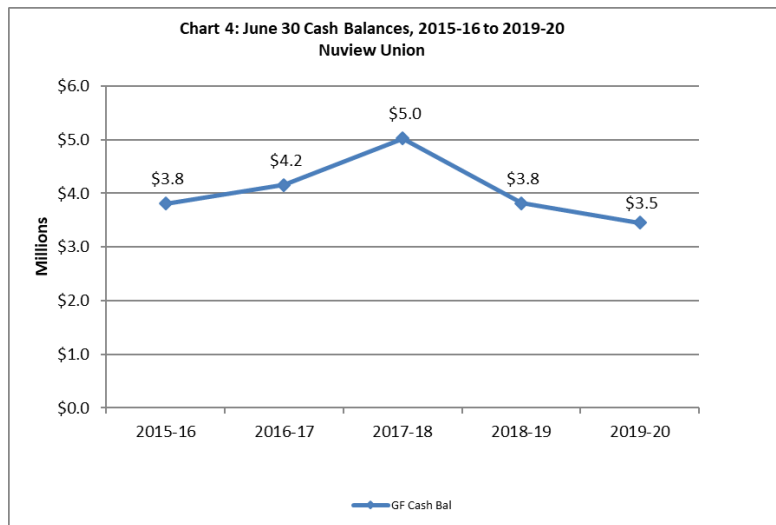


**Employee Negotiations** – As of the board date, June 18, 2019, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2019-20 fiscal year. The certificated agreement provided no change to the salary schedule or the health and welfare cap for the 2019-20 fiscal year. The classified agreement provided for a 3.5 percent increase effective July 1, 2019. Additionally, the agreement provided for an 8.4 percent increase to the district’s Early Childhood Education salary schedule, effective July 1, 2019. Effective July 1, 2019, four master teacher positions were restored and night differential was increased to 5.0 percent.

**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. Our office continues to recommend districts maintain reserves higher than the minimum and commends the district’s board for this fiscally prudent practice. Chart 3 displays a summary of the district’s actual and projected unrestricted General Fund balance and reserves. The district projects to meet the minimum reserve requirement, and the board-required reserve, in the current and two subsequent fiscal years.



**Cash Management** – Chart 4 provides a historical summary of the district’s June 30<sup>th</sup> General Fund cash balance. Based on the budget’s cash flow analysis, the district projects a positive General Fund cash balance of \$3.5 million as of June 30, 2020. This balance does not include any temporary borrowings, and the district’s internal cash resources appear sufficient to address cash flow needs in the current year. Our office recommends the district continue to closely monitor cash in all funds to ensure sufficient resources are available. In addition, 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.