



**Riverside County
Board of Education**

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DATE: August 30, 2024

TO: Mr. John Huber, District Superintendent
Mr. Abel Chavez, Board President
Ms. Penni Harbauer, Assistant Superintendent of Business Services
Ms. Erica Williams, Director of Educational Services and ELOP
Nuview Union School District

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

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SUBJECT: 2024-25 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 2024-25 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

Student Achievement

Nuvvion Union School District Student Groups – Program Participation Status						
Indicator	LEA	English Learner	Socioeconomically Disadvantaged	Students with Disabilities	Foster Youth	Homeless Youth
Enrollment Count 2023 ¹	1,500	454	1,214	204	6	128
Enrollment Percent 2023 ¹	N/A	30.3	80.9	13.6	0.4	8.5
English Language Arts (ELA) Distance from Standard 2023 ²	-47.4	-66.1	-53.1	-116.7	*	-74.7
Mathematics Distance from Standard 2023 ²	-77.5	-98.8	-83.2	-146.6	*	-98.5
English Learner Progress Indicator 2023 ²	N/A	42.5	N/A	N/A	N/A	N/A
A-G Completion Rate 2023 ²	N/A	N/A	N/A	N/A	N/A	N/A
Career Technical Education (CTE) Completion Rate 2023 ²	N/A	N/A	N/A	N/A	N/A	N/A
Chronic Absenteeism Rate 2023 ²	31.9	29.2	32.9	45.2	15.4	33.9
Suspension Rate 2023 ²	6.4	5.6	6.5	10.4	0.0	4.3

¹2023 California School Dashboard Downloadable Enrollment File
²2023 California School Dashboard/Dashboard Additional Report Downloadable Data Files
* Data Suppressed for Student Privacy Reasons

Nuvew 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 2023 ¹	1,500	1	6	12	2	1,265	2	151	33
Enrollment Percent 2023 ¹	N/A	0.1	0.4	0.8	0.1	84.3	0.1	10.1	2.2
English Language Arts (ELA) Distance from Standard 2023 ²	-47.4	*	*	*	*	-54.4	*	-14.0	-3.3
Mathematics Distance from Standard 2023 ²	-77.5	*	*	*	*	-84.1	*	-43.4	-21.5
English Learner Progress Indicator 2023 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
A-G Completion Rate 2023 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Career Technical Education (CTE) Completion Rate 2023 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Chronic Absenteeism Rate 2023 ²	31.9	*	*	41.2	*	31.7	*	30.5	38.5
Suspension Rate 2023 ²	6.4	*	*	5.6	*	6.7	*	5.3	4.3
¹ California School Dashboard/Dashboard Additional Report 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 2024-25 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 number of students scoring as “Well Developed” on the summative English Language Proficiency Assessments for California (ELPAC) from 16.85 percent to 23.9 percent. Similarly, the district made modest California Assessment of Student Performance and Progress (CAASPP) improvement for all students in mathematics. Furthermore, the district is to be commended for continuing to provide professional development to employees in identified best instructional practices that support the learning of the English Learner, Foster Youth, and Socio-Economically Disadvantaged student groups. The district is to be commended for being reflective with analyzing the effectiveness of their supplemental programs and, as a result, will be selecting a new supplemental program.

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

- How might the district prioritize Tier I (Best First Instruction) to support learning acceleration to support student outcomes in addition to targeted interventions?
- In what ways can the district bolster integrated and designated English Language Development (ELD) to help increase English language development and proficiency?
- How might the district leverage the additional instructional hours to meet LCAP goals and improve student outcomes in ELA and mathematics?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for a reduction in class sizes including the addition of 36 hours of instruction. Additionally, the district should be commended for providing access to the internet for students at home who previously might have lacked access. Continued enrichment opportunities through Science, Technology, Engineering, and Mathematics (STEM) Labs and Makerspaces is commended as it supports rigorous instruction and learning.

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 leverage the increased access to the internet and 1:1 devices to improve student learning through personalized educational opportunities and support?
- What could it look like to provide multiple options of support and professional development for teachers working to integrate technology into teaching and learning?
- In what ways could the Makerspace/Science, Technology, Engineering, Arts, and Mathematics (STEAM) programs be utilized to further engage students and enhance learning both during and after school hours?

Student Engagement and School Climate

The district is to be commended for the reduction in chronic absenteeism by 13.9 percent (the most improvement in Riverside County). The district should also be commended for offering professional development in the area of social-emotional behavioral programs: Positive Behavioral Interventions and Supports (PBIS), Pro-Act strategies, Capturing Kids' Hearts, and trauma-informed practices.

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 effectively expand extracurricular activities to enhance student engagement and simultaneously develop students' 21st-century competencies (as indicated by LCAP Goal 1), in response to the survey question indicating that 41 percent of partners disagree that extracurricular activities are available to their students?
- How could the district utilize outside community-based mental health agencies and leverage resources offered by the Department of Social Services (DPSS) to offer trauma-informed services?
- Could the district utilize restorative practices to increase feelings of belonging and as other means of correction?

- In what ways might the district leverage collaboration with all educational partners to decrease suspension rates for all student groups related to vaping (as indicated by LCAP Technical Assistance Reflection) and other behavioral challenges through the Multi-Tiered System of Supports (MTSS) framework?
- How might the district consider incorporating high-engagement activities and clubs to increase attendance and reduce suspension rates?

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

In accordance with California Education Code (EC) Section 42127, our office has completed its review of the district's 2024-25 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 2024-25 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 would like to highlight the following:

Enrollment and Average Daily Attendance (ADA) – The district estimates 1,423 ADA for the current fiscal year, or a 3.6 percent increase from the certified 2023-24 P-2 ADA. For 2025-26, the district projects a 1.3 percent increase in ADA. For 2026-27, the district projects ADA to remain flat. 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 1.07 percent, 2.93 percent, and 3.08 percent for the 2024-25, 2025-26, and 2026-27 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2024-25 State Budget.

Unrestricted Deficit Spending – The district's Adopted Budget indicates a positive ending balance for all funds in the 2024-25 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$0.2 million in 2025-26 and \$0.9 million in 2026-27. Our office strongly discourages districts from committing to additional ongoing expenditures without offsetting reductions and stresses the need to continue identifying solutions to reduce any potential structural deficit.

Employee Negotiations – As of the board date, June 13, 2024, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2024-25 fiscal year.

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 in all three fiscal years; however, the projections indicate the district will not meet the board-required reserve in the 2026-27 fiscal year.

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 2024-25 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.