



**Riverside County
Board of Education**

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DATE: August 26, 2022

TO: Dr. Ryan Lewis, District Superintendent
Mr. Juan I. Saucedo, Board President
Ms. Julie Edmunds, Chief Business Official
Dr. Alain Guevara, Assistant Superintendent
Dr. Kip Meyer, Assistant Superintendent
Lake Elsinore 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: 2022-23 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 2022-23 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 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 2022-23 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 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 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 the 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.

Lake Elsinore Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2021 ¹	20,427	13,866	2,152	123	1,124	2,676
Enrollment Percent 2021 ¹	N/A	67.9	10.5	0.6	5.5	13.1
English Language Arts (ELA) Achievement	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#
English Language Proficiency Assessments for California (ELPAC) Summative Level 4 Percentage 2021 ²	N/A	N/A	10.5	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 ^{3†}	N/A	N/A	10.8	N/A	N/A	N/A
Graduation Rate 2021 ¹	89.3	88.6	67.9	*	80.6	70.3
College and Career Prepared Rate 2021	#	#	#	#	#	#
A-G Completion Rate 2021 ¹	34.3	30.2	11.9	*	18.5	3.5
Career Technical Education (CTE) Completion Rate 2021 ¹	12.0	10.6	3.6	*	8.3	6.6
Dropout Rate 2021 ³	2.0	2.1	9.7	*	5.4	3.8
Chronic Absenteeism Rate 2021 ³	17.1	20.7	23.1	23.8	28.0	23.8

Lake Elsinore Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Suspension Rate 2021 ³	0.0	0.0	0.0	0.0	0.0	0.0
Expulsion Rate 2021 ³	0.0	0.0	0.0	0.0	0.0	0.0
¹ California School Dashboard/Dashboard Additional Report Files ² CAASPP (California Assessment of Student Performance and Progress)/ELPAC Reporting Website and Files ³ CDE Dataquest and Files † Indicator Includes Charter Schools Within the District * Data Suppressed for Student Privacy Reasons # Data Unavailable Due to CA School Dashboard Suspension Due to the COVID-19 Pandemic						

Lake Elsinore 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 2021 ¹	20,427	50	363	804	314	13,052	68	4,819	956
Enrollment Percent 2021 ¹	N/A	0.2	1.8	3.9	1.5	63.9	0.3	23.6	4.7
English Language Arts (ELA) Achievement	#	#	#	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#	#	#	#
Graduation Rate 2021 ¹	89.3	*	93.3	91.8	96.6	87.6	*	91.2	93.4
College and Career Prepared Rate 2021	#	#	#	#	#	#	#	#	#
A-G Completion Rate 2021 ¹	34.3	*	73.3	46.6	58.6	30.2	*	35.9	40.8
Career Technical Education (CTE) Completion Rate 2021 ¹	12.0	*	16.7	6.8	17.2	9.5	*	16.1	22.4
Dropout Rate 2021 ³	2.0	*	3.4	0.0	0.0	2.5	*	1.4	1.3

Lake Elsinore Unified School District Student Groups – Race/Ethnicity									
Indicator	LEA	American Indian	Asian	Black/African American	Filipino	Hispanic	Pacific Islander	White	Two or More Races
Chronic Absenteeism Rate 2021 ³	17.1	20.4	8.3	19.5	3.4	18.8	19.0	14.0	14.7
Suspension Rate 2021 ³	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Expulsion Rate 2021 ³	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
¹ California School Dashboard/Dashboard Additional Report Files ² CAASPP/ELPAC Reporting Website and Files ³ CDE Dataquest and Files †Indicator Includes Charter Schools Within the District *Data Suppressed for Student Privacy Reasons # 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 2022-23 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 providing flexible and expanded learning opportunities for all students. This includes full-day kindergarten, a summer literacy camp, virtual summer school, tutoring, creating additional credit recovery sections in the master schedule, and implementing technology-based ELA and mathematics supports and assessments for elementary school students that enhance academic achievement.

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 leverage teacher collaborative teams to develop a comprehensive and systematic approach to advance equitable and inclusive practices with the goal of increasing graduation rates and academic achievement in ELA and mathematics, specifically for Students with Disabilities, Homeless Youth, Hispanics, English Learner, African American, and Socioeconomically Disadvantaged student groups?
- How can the district develop a comprehensive Multi-Tiered System of Supports to close the academic achievement gap of the English Learner student population?
- What might it look like if the district systematically collected data on intervention outcomes to ensure they have a continuous positive impact on student attendance, graduation rates, and student academic success?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for creative measures to assess the academic gains of students, as well as continuing to provide meaningful engagement opportunities through sports and academic competitions. Further, the district is to be commended for a significant graduation rate increase.

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:

- What support systems might the district implement that would increase Honors course participation and Advanced Placement exam pass rates for Socioeconomically Disadvantaged students and historically underserved groups?
- To what extent could the district align course offerings across sites to simultaneously strengthen partnerships with the feeder schools and increase the number of students who successfully complete all University of California/California State University (UC/CSU) admissions requirements?
- How might current district-adopted academic monitoring platforms be further leveraged to close the achievement gap and increase college and career readiness for underserved student groups, particularly African American, English Learner, Hispanic, Socioeconomically Disadvantaged, and those receiving special education services?

Student Engagement and School Climate

The district is to be commended for significantly decreasing suspension rates by providing differentiated behavioral support for Foster Youth through increased numbers of social worker interns who assist with positively impacting student behavior and providing academic tutoring. Commendations are also in order for establishing the Foster Youth Parent Advisory Council and integrating the Passport system at all school sites.

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

- What might it look like for the district to further explore communication and partnership with parents and guardians of students who are not enrolled in intervention and/or specialty academic programs?
- How might the district and school sites refine attendance support systems and align academic supports for chronically absent students, specifically for Homeless Youth, Foster Youth, American Indian, African American, and Pacific Islander student groups?
- Given the root cause analysis for Foster Youth, how might the district continue to monitor and achieve target goals for this student group, as well as cultivate a sense of belonging and connectedness to peers, teachers, staff, and support groups?

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 2022-23 May Revise. Subsequently, the 2022-23 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 along with updating LCAP contributing actions and services to incorporate the associated increased 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 18,952 ADA for the current fiscal year, or a 1.9 percent increase from the certified 2021-22 P-2 ADA. For 2023-24 the district projects a 1.7 percent increase in ADA and for 2024-25 the district projects a 0.5 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 COLAs for LCFF funding as proposed in the Governor's 2022-23 May Revision of 6.56 percent, 5.38 percent, and 4.02 percent for the 2022-23, 2023-24, and 2024-25 fiscal years, respectively. Subsequent to the district's Adopted Budget approval, the 2022-23 enacted State Budget included a statutory COLA of 6.56 percent with an additional 6.28 percent increase to the LCFF base grants for the current fiscal year. The enacted State Budget also included a 2021-22 ADA relief provision. We encourage the district to update its projection of available LCFF funding provided by the enacted state budget.

Unrestricted Deficit Spending – The district's Adopted Budget indicates a positive ending balance for all funds in the 2022-23 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$9.2 million in 2022-23, \$15.4 million in 2023-24, and \$13.3 million in 2024-25. 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 23, 2022, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2022-23 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 Lake Elsinore 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 2021-22 deposit amount, triggering the local reserve cap for the 2022-23 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 2022-23 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.