



Riverside County  
Board of Education

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**DATE:** August 23, 2023

**TO:** Dr. Ryan Lewis, District Superintendent  
Mr. Juan Saucedo, Board President  
Ms. Julie Edmunds, Assistant Superintendent, Fiscal Support Services  
Dr. Sarah Ragusa, Assistant Superintendent, Instructional Support Services  
Lake Elsinore Unified 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  
(951) 826-6790 (951) 826-6648

**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.

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 2022 <sup>1</sup>	20,697	13,364	2,350	126	1,500	2,734
Enrollment Percent 2022 <sup>1</sup>	N/A	64.6	11.4	0.6	7.2	13.2
English Language Arts (ELA) Distance from Standard 2022 <sup>1</sup>	-33.4	-49.1	-82.7	-65.4	-52.4	-101.4
Mathematics Distance from Standard 2022 <sup>1</sup>	-77.4	-94.0	-115.3	-116.2	-86.9	-134.8
English Learner Progress Indicator 2022 <sup>1</sup>	N/A	N/A	42.4	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2022 <sup>2†</sup>	=	=	=	=	=	=
Graduation Rate 2022 <sup>1</sup>	92.8	91.8	80.8	80.0	87.3	80.0
College and Career Prepared Rate 2022	#	#	#	#	#	#
A-G Completion Rate 2022 <sup>1</sup>	30.9	25.7	12.5	13.3	21.7	3.9
Career Technical Education (CTE) Completion Rate 2022 <sup>1</sup>	12.4	10.4	1.0	6.7	6.9	9.1
Dropout Rate 2022 <sup>2</sup>	2.3	2.8	7.7	13.3	4.7	2.6

Lake Elsinore 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>	35.5	41.7	37.4	40.3	43.9	47.1
Suspension Rate 2022 <sup>1</sup>	3.3	4.0	2.3	8.9	3.9	5.6
Expulsion Rate 2022 <sup>2</sup>	0.1	0.1	0.0	0.4	0.1	0.2
<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						

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 2022 <sup>1</sup>	20,697	45	373	880	336	13,432	70	4,566	989
Enrollment Percent 2022 <sup>1</sup>	N/A	0.2	1.8	4.3	1.6	64.9	0.3	22.1	4.8
English Language Arts (ELA) Distance from Standard 2022 <sup>1</sup>	-33.4	-44.6	20.9	-46.5	38.6	-45.0	18.1	-13.3	-5.4
Mathematics Distance from Standard 2022 <sup>1</sup>	-77.4	-101.3	-6.3	-100.2	-11.3	-90.1	-32.6	-52.8	-48.9
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>	92.8	N/A	100.0	89.5	90.3	93.1	N/A	91.8	94.9

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
College and Career Prepared Rate 2022	#	#	#	#	#	#	#	#	#
A-G Completion Rate 2022 <sup>1</sup>	30.9	N/A	51.2	32.6	61.3	26.6	N/A	36.7	39.7
Career Technical Education (CTE) Completion Rate 2022 <sup>1</sup>	12.4	N/A	9.8	5.8	19.4	9.5	N/A	20.2	21.8
Dropout Rate 2022 <sup>2</sup>	2.3	*	0.0	4.7	6.5	2.3	*	2.1	0.0
Chronic Absenteeism Rate 2022 <sup>1</sup>	35.5	50.0	21.4	34.9	15.5	37.4	40.0	32.7	33.7
Suspension Rate 2022 <sup>1</sup>	3.3	8.3	1.5	5.3	1.1	3.3	5.3	3.1	3.9
Expulsion Rate 2022 <sup>2</sup>	0.1	0.0	0.0	0.2	0.0	0.1	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 = 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 proactive efforts to improve student academic achievement through the establishment of specialized committees, such as the Math Think Tank and intervention committees, which provide students from diverse backgrounds tailored support to excel academically. Furthermore, the district is to be commended for a dedicated focus on English learner progress through the implementation of the Academic Vocabulary Toolkit to strengthen English Language Development (ELD) instruction and walk-throughs. Also, the district is commended for the high performance in English language arts (ELA) of three student groups: Pacific Islander, Filipino, and Asian.

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

- What additional evidence-based strategies can the district implement to leverage class size reduction in order to maximize its positive impact on the academic achievement and learning outcomes of students?
- How can the district best manage and expand the Extended Day Kindergarten program given Universal TK expansion legislation in order to maximize the academic achievement and school readiness of young learners?
- How might the district expand dual language immersion opportunities at the middle school level, enabling more schools to achieve the Seal of Biliteracy and greater numbers of students to excel academically through increased language proficiency?
- In what ways can the district further innovate K-12 intervention and learning acceleration strategies to be more targeted, data-driven, and aligned with academic goals, ensuring that all students receive the support they need to achieve academic excellence, including tutoring support for the Foster Youth student group?

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

The district is to be commended for both maintaining and increasing the graduation rate among historically disadvantaged student groups. Further, the district is to be commended for supporting the Foster Youth student group through deploying and growing a network of social workers that facilitate re-engagement strategies, mental health support, and interventions driven by student need. Commendations are also in order for the district providing exemplary models for rigor and high expectations through several Advancement Via Individual Determination (AVID) demonstration schools.

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 best coordinate all actions, services, stakeholders, and positions (e.g., administrators, coordinators, classified staff, teachers, social workers, social worker interns, etc.) to improve chronic absenteeism consistently across all schools for all student groups?
- How might the district measure the short- and long-term efficacy of the myriad of programs and services available to students and families in order to better support district initiatives?
- What might it look like if the district implemented a plan of action for all Professional Learning Communities (PLCs) that includes assessing the impact of collaboration on student achievement in core academic classes?
- In what ways could the district further vertically articulate programs and services to close the achievement gap, and increase AVID participation, Career Technical Education (CTE) completion, Advanced Placement (AP) participation and pass rates, and University of California/California State University (UC/CSU) course completion rates 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 a sustained increase in graduation rates and average daily attendance (ADA). The district should also be commended for continuing to provide AVID programs at secondary sites providing College/Career Readiness support and staffing elementary sites with counselors to support alignment of activities to college and career indicators, and social-emotional learning. Commendations are also in order for conducting Listening Tours with the district's superintendent and providing opportunities to engage educational partners in providing community input. Further commendations are in order for the district for providing the Foster Youth Parent Advisory Council a platform to increase interactions and build community among the Foster Youth student group and families.

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

- How could the role of counselors and social workers be reimaged to actively support decreasing chronic absenteeism for all students by focusing on relationship building and increasing a sense of student belonging?
- How might the district best measure the impact of interventions facilitated by all social-emotional learning personnel (e.g., counselors, academic and engagement specialists, social workers, social worker interns, communication specialists, school safety and security officers, etc.) on student mental health at all school sites?
- How could interventions, learning acceleration, staff training, and restorative practices be further monitored to decrease suspension rates and replicate effective outcomes for historically underrepresented student groups, particularly American Indian, African American, Pacific Islander, Students with Disabilities, and Foster Youth?

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 19,044 ADA for the current fiscal year, or a 0.1 percent increase from the certified 2022-23 P-2 ADA. For 2024-25

and 2025-26, 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 8.22 percent, 3.94 percent, and 3.29 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. For the unrestricted General Fund, the district anticipates expenditures and uses will not exceed revenues and sources through 2025-26.

*Employee Negotiations* – As of the board date, June 15, 2023, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2023-24 fiscal year.

*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 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.