



**Riverside County
Board of Education**

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DATE: August 26, 2022

TO: Mrs. Jean Marie Fréy, District Superintendent
Ms. Michelle Maisel, Board President
Ms. Francine M. Story, Chief Business Official
Dr. Jason Angle, Assistant Superintendent
Perris Elementary 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.

Perris Elementary School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2021 ¹	4,535	3,751	1,799	39	146	467
Enrollment Percent 2021 ¹	N/A	82.7	39.7	0.9	3.2	10.3
English Language Arts (ELA) Achievement	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#
English Language Proficiency Assessments for California (ELPAC) Summative Level 4 Percentage 2021 ²	N/A	N/A	8.6	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 ^{3†}	N/A	N/A	5.5	N/A	N/A	N/A
College and Career Prepared Rate 2021	#	#	#	#	#	#
Chronic Absenteeism Rate 2021 ³	21.1	22.8	17.9	17.0	35.0	26.0
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

Perris Elementary 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	4,535	6	22	314	16	3,981	9	120	17
Enrollment Percent 2021 ¹	N/A	0.1	0.5	6.9	0.4	87.8	0.2	2.6	0.4
English Language Arts (ELA) Achievement	#	#	#	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#	#	#	#
College and Career Prepared Rate 2021	#	#	#	#	#	#	#	#	#
Chronic Absenteeism Rate 2021 ³	21.1	*	4.5	30.7	6.3	20.2	*	18.7	42.1
Suspension Rate 2021 ³	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
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 its efforts to retain high-quality instructional staff, reporting a 97 percent retention rate. The district is also commended for recognizing the needs of interventions amongst unduplicated pupils and hiring additional intervention teachers to improve learning outcomes.

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

- In what ways might the district engage with all educational partners to enhance student voice in order to inform interventions and instructional strategies to accelerate learning?
- What are some qualitative data measures that can inform specific next steps in developing and ensuring a high-quality and engaging learning environment within the virtual learning academy?
- How might the district's early grade reading assessments, interim assessments, and the referral process be strengthened to ensure equitable outcomes for the Students with Disabilities student group?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for incorporating the Advancement Via Individual Determination (AVID) Elementary program throughout the district. The district is also commended for its creation of the District Multi-Tiered System of Supports (MTSS) Coalition that includes various educational partners.

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 measures will be used to monitor the implementation of the AVID Elementary program to determine the impact on students and ensure equitable recruitment and representation of diverse student groups?
- How will the district measure the success of Dual Language Immersion and continuous student improvement in both languages?

Student Engagement and School Climate

The district is to be commended for 91.9 percent of parents reporting they felt treated with respect and are encouraged to participate in their child's education. The district is commended for moving closer to the desired 1.4 percent suspension rate and training ALL classified supervision aides and coaches in equitable structured recess practices.

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

- What strategies could the district use to collect and include students in the educational partner group to maximize school climate and connectedness?
- How might the district gather student voices from ALL groups to leverage feedback for the LCAP process?
- How might the district engage with students and parents of African American, Students with Disabilities, and Foster Youth student groups to improve the disproportionate suspension rate among these 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 4,183 ADA for the current fiscal year, or a 7.10 percent increase from the certified 2021-22 P-2 ADA. For 2023-24 and 2024-25, the district projects a 1.7 percent decrease in ADA in each year. 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 of 9.56 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 \$1.2 million in 2022-23. Multi-year financial projections indicate an unrestricted General Fund operating deficit due to the spending down of LCAP carryover of funds for the current fiscal year.

Employee Negotiations – As of the board date, June 16, 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 Perris Elementary School District's size is 3.0 percent. However, the governing board requires the district maintain a 5.0 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, and board required reserve, 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.