



**Riverside County
Board of Education**

Jamie Azpeitia-Sachs

Kim J. Cousins

Ray "Coach" Curtis

Bruce N. Dennis

Ben Johnson II

Jennifer Mejares Pham

Elizabeth F. Romero

DATE: August 30, 2024

TO: Mr. Bruce Bivins, District Superintendent
Mr. Douglas Corona, Board President
Ms. Francine M. Story, Chief Business Official
Dr. Claudia Velez, Assistant Superintendent
Perris Elementary 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: 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

Education (CDE). Based on our analysis, the district’s Local Control and Accountability Plan for the 2024-25 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.

Perris Elementary School District Student Groups – Program Participation Status						
Indicator	LEA	English Learner	Socioeconomically Disadvantaged	Students with Disabilities	Foster Youth	Homeless Youth
Enrollment Count 2023 ¹	4,636	2,125	4,020	431	45	143
Enrollment Percent 2023 ¹	N/A	45.8	86.7	9.3	1.0	3.1
English Language Arts (ELA) Distance from Standard 2023 ²	-53.8	-60.4	-55.7	-123.8	-83.7	-74.5
Mathematics Distance from Standard 2023 ²	-76.8	-79.3	-78.6	-136.8	-110.2	-99.3
English Learner Progress Indicator 2023 ²	N/A	46.6	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	39.0	33.8	39.9	47.1	36.5	46.8
Suspension Rate 2023 ²	1.6	1.3	1.7	2.3	4.8	1.4
¹ 2023 California School Dashboard Downloadable Enrollment File						
² 2023 California School Dashboard/Dashboard Additional Report Downloadable Data Files						
* Data Suppressed for Student Privacy Reasons						

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 2023 ¹	4,636	8	26	277	13	4,076	5	108	34
Enrollment Percent 2023 ¹	N/A	0.2	0.6	6.0	0.3	87.9	0.1	2.3	0.7
English Language Arts (ELA) Distance from Standard 2023 ²	-53.8	*	44.8	-75.7	*	-55.0	*	-6.9	-3.9
Mathematics Distance from Standard 2023 ²	-76.8	*	8.3	-104.6	*	-77.3	*	-47.3	-52.1
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	39.0	*	22.2	45.2	23.1	38.5	*	41.0	47.1
Suspension Rate 2023 ²	1.6	0.0	3.7	6.5	0.0	1.3	*	0.8	0.7
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 acknowledged for their recent growth in mathematics and to be commended for their recognition of these successes as they aim to improve districtwide pedagogy through Best First Instruction, Project-Based Learning, and 21st Century skills. Additionally, the district deserves recognition for creating a space where students, staff, and the community prioritize a safe and engaging learning environment that contributes to student achievement.

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

- How might the district leverage the strategies that led to growth in mathematics to foster similar improvements across all subjects for every student group, with a particular focus on the English Learner, Students with Disabilities, African American, Homeless Youth and Foster Youth student groups?

Student Access, Enrollment, and Success in Rigorous Coursework

The district deserves commendation for its commitment to instructional priorities that benefit all students. These priorities include systematic, explicit, and direct instruction, fostering academic language and literacy skills, and using assessments to monitor student progress. Notably, the expansion of academic coaches to support English language arts, mathematics, and English language development through coaching cycles stands out. Furthermore, the inclusion of summer school interventions and enrichment programs in academics, art, music, robotics, performing arts, dance, and acting enriches the learning experience for all students.

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 further explore the definition of systematic, explicit, and direct instruction, and in what ways is this operationalized throughout all content areas and student groups?
- In what ways can the district identify and address the unique needs of African American students to ensure their equitable access to and success in rigorous coursework? What strategies might the district employ to uncover and respond to these specific needs?

Student Engagement and School Climate

The district is to be commended for progress in creating a positive school environment through Positive Behavioral Intervention Supports, Restorative Practices, and an effective school counseling program. This is evident in reduced suspension rates for the English Learner and Socioeconomically Disadvantaged student groups, and increased feelings of safety among 3rd to 5th graders. The district is also proactively addressing chronic absenteeism through root-cause analysis to develop targeted interventions.

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 might the district implement to support schools in reducing suspension rates among key student groups, particularly African American students, while promoting positive behavioral interventions? How can family engagement workshops be leveraged to better understand and address the unique needs of African American students and families in this process?

- What might it look like if the district effectively incorporated the engaging, hands-on learning approaches from the Expanded Learning Opportunities Programs into daily classroom instruction?

To access resources and tools that will support future LCAP development, please go to <https://www.rcoe.us/lcap-support>.

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 4,225 ADA for the current fiscal year, or a 0.1 percent increase from the certified 2023-24 P-2 ADA. For 2025-26 and 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 \$5.1 million in 2024-25, \$4.9 million in 2025-26, and \$4.8 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 the certificated bargaining unit for the 2024-25 fiscal year.

As of the board date, June 13, 2024, the district reports salary and benefit negotiations continue with the classified bargaining unit for the 2024-25 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 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.