



**Riverside County
Board of Education**

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DATE: August 30, 2024

TO: Mr. Joseph Williams, Interim District Superintendent
Mr. Edward Garcia Jr., Board President
Ms. Candace Reines, Deputy Superintendent, Business Services
Ms. Kindy Mackamul, Interim Assistant Superintendent, Educational Services
Perris Union High School District

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

BY: Scott Price, Ph.D.  Amanda Corridan 
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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

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 Union High School District Student Groups – Program Participation Status						
Indicator	LEA	English Learner	Socioeconomically Disadvantaged	Students with Disabilities	Foster Youth	Homeless Youth
Enrollment Count 2023 ¹	10,725	1,671	7,946	1,711	83	442
Enrollment Percent 2023 ¹	N/A	15.6	74.1	16.0	0.8	4.1
English Language Arts (ELA) Distance from Standard 2023 ²	-36.9	-112.1	-50.6	-130.8	-115.0	-57.7
Mathematics Distance from Standard 2023 ²	-138.2	-188.1	-149.7	-217.7	-201.4	-158.1
English Learner Progress Indicator 2023 ²	N/A	45.9	N/A	N/A	N/A	N/A
Graduation Rate 2023 ²	91.6	85.6	91.3	78.3	84.6	80.9
A-G Completion Rate 2023 ²	37.9	12.9	34.0	10.2	7.7	23.2
Career Technical Education (CTE) Completion Rate 2023 ²	12.4	10.3	12.6	5.3	11.5	7.2
Chronic Absenteeism Rate 2023 ²	47.8	44.0	48.4	57.5	54.5	53.6
Suspension Rate 2023 ²	6.4	8.2	7.1	9.5	16.0	8.4
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 Union High 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	10,725	25	155	699	305	7,474	27	1,526	492
Enrollment Percent 2023 ¹	N/A	0.2	1.4	6.5	2.8	69.7	0.3	14.2	4.6
English Language Arts (ELA) Distance from Standard 2023 ²	-36.9	*	54.8	-45.8	63.6	-49.4	*	-12.1	20.8
Mathematics Distance from Standard 2023 ²	-138.2	*	-39.4	-150.1	-25.6	-149.2	*	-120.0	-100.9
English Learner Progress Indicator 2023 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate 2023 ²	91.6	*	100.0	84.7	94.6	91.8	91.7	90.7	94.8
A-G Completion Rate 2023 ²	37.9	*	75.8	33.9	67.6	33.2	41.7	46.7	53.1
Career Technical Education (CTE) Completion Rate 2023 ²	12.4	*	18.2	10.5	14.9	13.1	0.0	10.6	7.3
Chronic Absenteeism Rate 2023 ²	47.8	*	*	58.5	*	46.8	*	50.0	75.0
Suspension Rate 2023 ²	6.4	11.1	1.9	10.0	1.9	6.3	6.3	7.1	5.3
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 its focus on improvement in English language arts, English language development, and English learner reclassification. The district has provided targeted professional development and academic coaching focused on developing literacy and language strategies across all content areas.

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 utilize a Multi-Tiered System of Supports (MTSS) to further maximize the coordination of all actions, services, stakeholders, and positions (e.g., administrators, coordinators, classified staff, teachers) to increase student achievement in mathematics?
- What factors have contributed to the district growth in English language arts and what might be replicated and further developed in mathematics?
- What are some ways you might monitor the effectiveness of professional learning communities and coaching implementation?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for its increase in A-G completion rates, increased enrollment in Career Technical Education (CTE) courses, and completion of CTE pathways. In addition, the college and career indicator and dual enrollment rates increased. Students continue to enroll and successfully complete dual enrollment courses with 1,185 students enrolled in 2022-23 with a 90 percent passing rate. The district has worked extensively to expand partnerships with neighboring community colleges to increase opportunities for dual enrollment including increasing section offerings and access to the annex program on high school campuses. Students also submitted significantly more applications to public colleges and universities indicating increased preparedness for post-secondary educational opportunities.

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 processes are in place to continuously review and refine instruction and support strategies in A-G courses based on student outcomes?
- How might the district gather data from underrepresented student groups to identify their challenges and supports needed to succeed in advanced courses?

Student Engagement and School Climate

The district is commended for their efforts to secure and strengthen the home-school-community connections with their implementation of various parent opportunities to engage with the school community. The district has also decreased their suspensions and expulsion rates due to implementing districtwide practices and training staff on Universal Support Services.

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 adopt a similar strategy used for reducing suspensions to share and develop common practices and systems for addressing chronic absenteeism?
- What processes are in place for regularly reviewing and refining strategies to improve student engagement and school climate based on student feedback and outcomes?

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 9,809 ADA for the current fiscal year, or a 1.0 percent increase from the certified 2023-24 P-2 ADA. For 2025-26 and 2026-27, the district projects a 1.0 percent increase in ADA 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 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 \$3.6 million in 2024-25, \$4.8 million in 2025-26, and \$9.8 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 12, 2024, the district reports salary and benefit negotiations are complete with the certificated unit for the 2024-25 fiscal year.

As of the board date, June 12, 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 Union High 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.

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.