



Riverside County  
Board of Education

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**DATE:** September 13, 2019

**TO:** Mrs. Jean Marie Fréy, District Superintendent  
Ms. Virniecia Green-Jordan, Board President  
Mrs. Francine Story, Chief Business Official  
Dr. Jason Angle, Assistant Superintendent  
Perris Elementary School District

**FROM:** Judy D. White, Ed.D., Riverside County Superintendent of Schools

**BY:** Tina Daigneault  Chief Business Official (951) 826-6790  
Cynthia Glover Woods  Chief Academic Officer (951) 826-6648

**SUBJECT: 2019-20 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 2019-20 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; and
- The plan adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated pupils.

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 2019-20 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 the 2019-20 Local Control and Accountability Plan 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 greatest impact. As a result of this research, we recommend that LEAs closely monitor the metrics listed in the data table below for all student groups.

Perris Elementary School District											
Indicator	District	African American	American Indian or Alaska Native	Hispanic or Latino	White	Two or more Races	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless Youth
Dashboard: Academic Indicator for English Language Arts	Orange	Red	*	Orange	Yellow	*	Orange	Orange	Red	Orange	Orange
Dashboard: Academic Indicator for Mathematics	Orange	Red	*	Orange	Orange	*	Orange	Orange	Red	Orange	Orange
Dashboard: Chronic Absenteeism	Yellow	Red	*	Yellow	Orange	*	Yellow	Green	Orange	Red	Red
Dashboard: Suspension	Orange	Red	*	Orange	Red	*	Orange	Orange	Yellow	Red	Green
English Learner Reclassification Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	5.9%	N/A	N/A	N/A
Expulsion Rate	0.00%	0.00%	*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

\* – To protect student privacy, data are suppressed when student population (cohort students) is 10 or less.

To access additional data information, please go to <https://www.caschooldashboard.org/>.

We offer the following commendations and inquiry questions to consider for the implementation of the 2019-20 Local Control and Accountability Plan and the refinement of the plan in future years.

**Student Success in English Language Arts and Mathematics**

The district is to be commended for ensuring a focus on first best instruction and the prevention of academic difficulties. The district should also be commended for their continued implementation of research-based practices, such as building academic language and literacy, differentiated instruction, and Specially Designed Academic Instruction in English (SDAIE), as well as the continuous monitoring of student progress through the application of interim assessments.

Additional dialogue related to the questions below may support the achievement of the expected annual measurable outcomes and goals aligned to student achievement in English language arts and mathematics:

- How might the existing focus on first best instruction be leveraged in ways that positively impact teacher, student, and parent perspectives in regards to high expectations for student achievement?
- What systems might be added to further monitor and ensure rigorous, best first instruction across all disciplines in order to accelerate achievement for African American, Foster Youth, and Students with Disabilities student groups?

### **Course Access and Student Enrollment in Rigorous Coursework and Career Technical Education (CTE) Pathways**

The district is to be commended for providing access to enrichment opportunities such as Advancement Via Individual Determination (AVID) and visual and performing arts. Additionally, the district should be commended for implementing a dual immersion program at Sky View Elementary, as well as exploring innovative practices with regards to the English Learner student group.

Additional dialogue related to the questions below may support the achievement of the expected annual measurable outcomes and goals aligned to course access and student enrollment in rigorous coursework and CTE pathways:

- How might performance data be used to inform rigorous curriculum design and inclusive instructional practices in a consistent, ongoing, and formative manner?
- How might further engagement in the process of data analysis and reflection identify equitable enrichment opportunities that would benefit all student groups?

### **Pupil Engagement and School Climate**

The district is to be commended for their continued focus on Positive Behavioral Interventions and Supports (PBIS) as well as the implementation of empathy interviews and a Multi-Tiered System of Supports (MTSS) Integrated Leadership Team. Furthermore, the district should be commended for using the data from these measures to identify potential breakdown points as they relate to improvement efforts through the completion of a root cause analysis in regards to attendance, suspension, and academics.

Additional dialogue related to the questions below may support the achievement of the expected annual measurable outcomes and goals aligned to pupil engagement and school climate:

- How might the district increase stakeholder awareness with regards to district-planned actions, services, and resources?
- What processes might be put in place to determine the impact and improvement of the school counseling program in relation, but not limited to, chronic absenteeism and suspension?

### **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 expected annual measurable outcomes related to each goal specified in the Local Control and Accountability Plan (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 *Annual Update* 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 <http://www.rcoe.us/educational-services/assessment-accountability-continuous-improvement/lcap-support/>.

### **Adopted Budget**

In accordance with California Education Code (EC) Section 42127, our office has completed its review of the district’s 2019-20 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 2019-20 fiscal year, as well as satisfy its multi-year financial commitments.

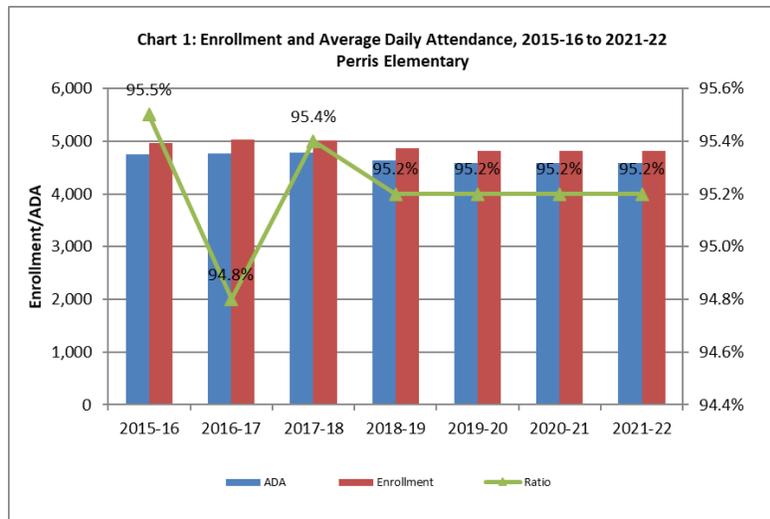
Based on our analysis of the information submitted, we approve the district’s budget, but note the following concerns:

- *Operating Deficits* – Multi-year financial projections indicate substantial unrestricted General Fund operating deficits for the current and two subsequent fiscal years.
- *Declining Enrollment* – The district’s projections indicate declining enrollment for the current year and flat enrollment for the two subsequent fiscal years.

### ***Assumptions and Other Considerations***

The district’s Adopted Budget was developed prior to adoption of the 2019-20 Adopted State Budget. Actual state budget data should be reviewed and incorporated into the district operating budget and multi-year projections during the First Interim Reporting process.

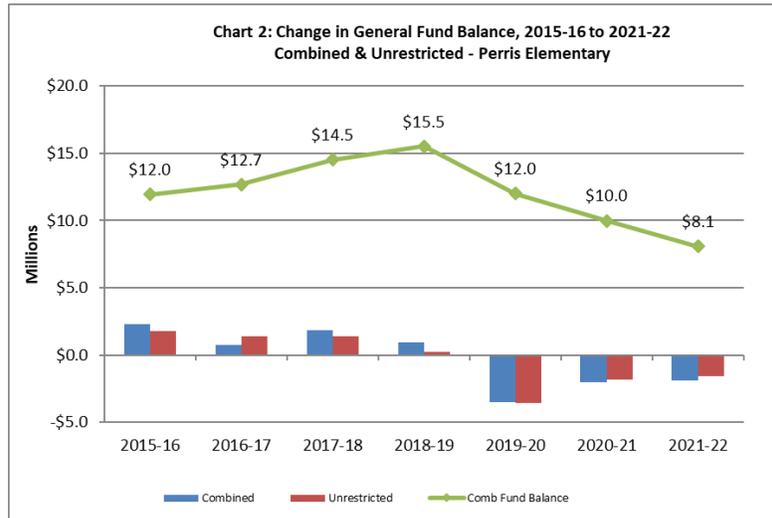
*Enrollment and Average Daily Attendance (ADA)* – The district’s projected ADA to enrollment ratio (capture rate) for 2019-20 is 95.2 percent, which is within the historical average ratio for the three prior fiscal years. The district estimates 4,592 ADA for the current fiscal year, or a 0.8 percent decrease from the 2018-19 P-2 ADA. For 2020-21 and 2021-22, the district projects ADA to remain flat.



*Unduplicated Pupil Percentage* – The district reports an unduplicated pupil percentage of 92.77 percent for 2019-20, 93.21 percent for 2020-21, and 93.19 percent for 2021-22. The district’s unduplicated pupil percentage included in the 2018-19 P-2 certification by the California Department of Education was 92.42 percent.

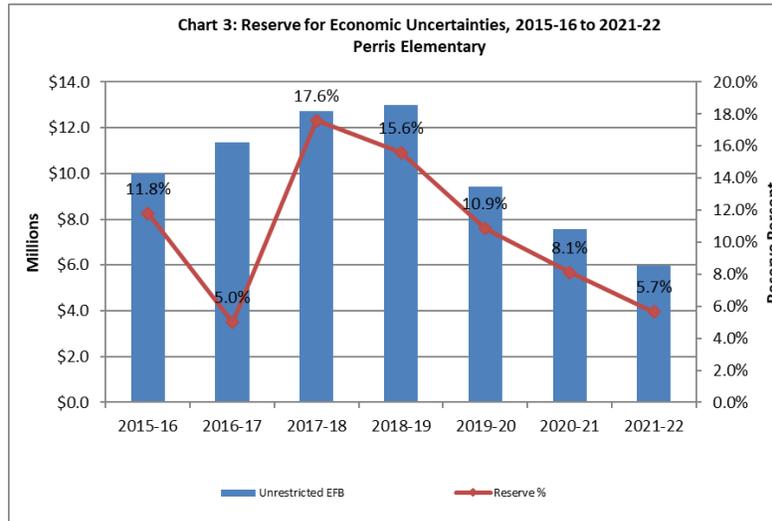
*Local Control Funding Formula (LCFF)* – The district has incorporated target funding as proposed in the Governor’s 2019-20 budget projections. Additionally, the district estimated COLAs of 3.26 percent, 3.00 percent, and 2.80 percent for the 2019-20, 2020-21, and 2021-22 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the Governor’s 2019-20 budget proposal.

*Fund Balance* – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2019-20 fiscal year. However, for the General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$3.5 million in 2019-20, \$2.0 million in 2020-21, and \$1.9 million in 2021-22. Chart 2 shows the district’s deficit spending historical trends and projections.

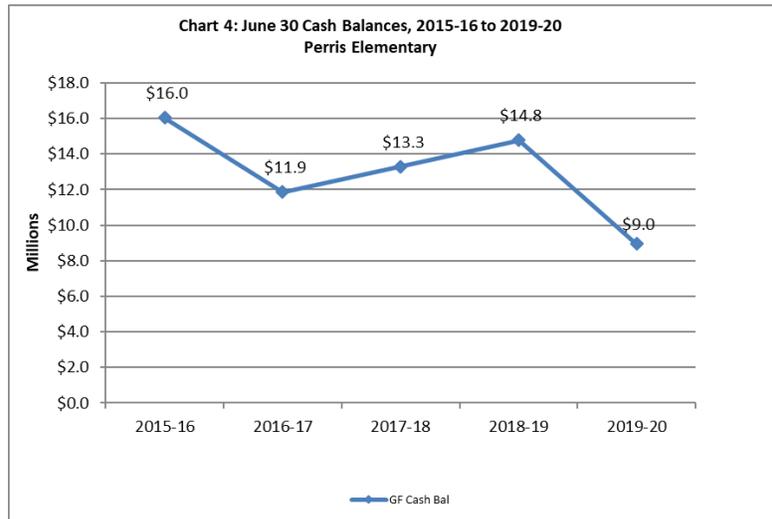


*Employee Negotiations* – As of the board date, June 20, 2019, the district reports no agreements with either the certificated or classified bargaining units for the 2019-20 fiscal year. Prior to entering into a written agreement, California Government Code (GC) Section 3547.5 requires a public school 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 School District’s size is 3.0 percent; however the governing board requires the district maintain a 5.0 percent reserve for economic uncertainties. Our office continues to recommend districts maintain reserves higher than the minimum and commends the district’s board for this fiscally prudent practice. Chart 3 displays a summary of the district’s actual and projected unrestricted General Fund balance and reserves. The district projects to meet the minimum reserve requirement, and board-required reserve, in the current and two subsequent fiscal years.



**Cash Management** – Chart 4 provides a historical summary of the district’s June 30<sup>th</sup> General Fund cash balance. Based on the budget’s cash flow analysis, the district projects a positive General Fund cash balance of \$9.0 million as of June 30, 2020. This balance does not include any temporary borrowings, and the district’s internal cash resources appear sufficient to address cash flow needs in the current year. Our office recommends the district continue to closely monitor cash in all funds to ensure sufficient resources are available. In addition, 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.