



Riverside County  
Board of Education

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**DATE:** September 13, 2019

**TO:** Mr. Grant Bennett, District Superintendent  
Mr. Edward D. Garcia Jr., Board President  
Ms. Candace Reines, Deputy Superintendent of Business Services  
Dr. Charles Newman, Assistant Superintendent, Educational Services  
Perris Union High School District

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

**BY:** Tina Daigneault *TD* Chief Business Official (951) 826-6790  
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**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 Union High 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	*	Red	Yellow	Yellow	Red	Red	Red	*	Red
Dashboard: Academic Indicator for Mathematics	Orange	Red	*	Red	Orange	Orange	Red	Orange	Red	*	Red
Dashboard: Chronic Absenteeism	Orange	Red	*	Orange	*	*	Orange	Yellow	Orange	*	Yellow
Dashboard: High School Cohort Graduation	Yellow	Green	*	Green	Yellow	Orange	Yellow	Orange	Orange	Orange	Orange
Dashboard: Suspension	Orange	Red	*	Orange	Orange	Orange	Orange	Red	Orange	Orange	Red
Dashboard: Prepared for College and Career	Orange	Orange	*	Orange	Yellow	Orange	Orange	Red	Red	Orange	Orange
Cohort A-G Completion Rate	36.2%	28.3%	*	34.0%	41.3%	35.8%	33.4%	10.0%	4.9%	13.3%	25.1%
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
Cohort High School Dropout Rate	6.9%	6.3%	*	7.4%	6.6%	6.7%	7.9%	14.3%	16.1%	17.4%	11.0%
Expulsion Rate	0.30%	0.30%	0.00%	0.35%	0.17%	0.26%	0.36%	0.74%	0.87%	0.78%	0.15%

\* – 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 (ELA) and Mathematics**

The district is to be commended for their commitment to designing a comprehensive educator support system focused on increased release time for teachers, training and support to increase rigor and relevance, strengthening of Professional Learning Communities, and opportunities to collaborate and reflect on effective instruction of Common Core State Standards. The district should also be commended for their focus on English Language Development (ELD) support including the continuation of a full-time ELA/ELD Teacher on Assignment, instructional coaching support for all teachers, and expanded release time for site English Learner Lead Teachers to provide instructional classroom support.

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:

- In addition to current intervention supports, what additional actions may also contribute to rigorous and engaging Tier 1 instruction?
- How might the existing focus on Tier 1 instruction be leveraged in ways that positively impact teacher, student, and parent perspectives in regards to high expectations for student achievement?
- As the district continues to refine their support systems for students, what practices might be advantageous for reclassified students in ensuring they show increased academic growth?

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

The district should be commended for increasing A-G completion rates by 3.5 percent for all students, with an increase of 8 percent for the African American and 12 percent for the Socio-Economically Disadvantaged student groups. The district should also be commended for their proactive approach to early identification and support of at-risk students, specifically the transition to a seven-period day, after school late bus, early development of credit recovery plans, and ongoing and continuous monitoring of student transcripts with regards to A-G requirements.

Additional dialogue related to the question 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 district initiatives and supports related to rigorous course access and/or credit recovery be replicated in the alternative education program?

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

The district should be commended for their efforts to increase awareness of students' social-emotional needs and respond to those needs. The district also made a concerted effort to be more aware of the "whole child," while responding to discipline matters with interventions rather than punitive approaches. This emphasis on student connection led to a reclassification of athletic directors to full administrative positions, thereby providing a coaching lens to discipline and helping direct students toward involvement in sports, clubs, and activities.

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

- How might the district extend and/or replicate the student emotional well-being initiative to include additional stakeholder groups such as certificated staff, classified staff, and/or parents?

### **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/>.

### ***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 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.

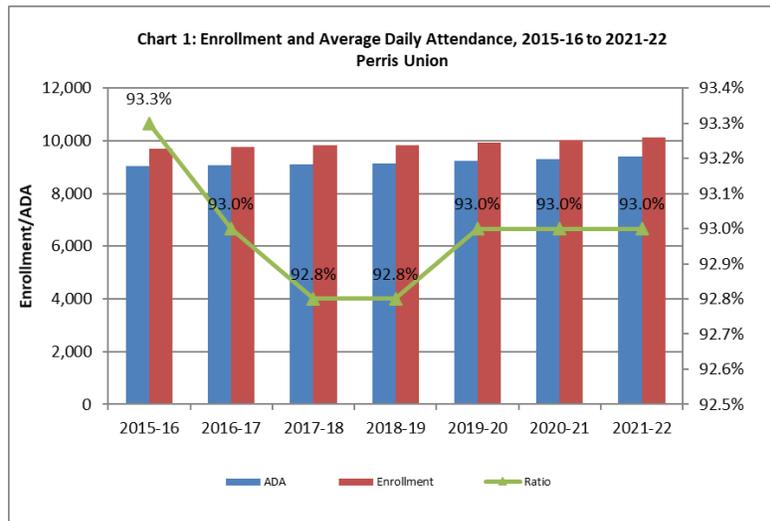
Based on our analysis of the information submitted, we approve the district's budget, but note the following concerns:

- *Operating Deficit* – Multi-year financial projections indicate an unrestricted General Fund operating deficit for the current fiscal year.
- *Plugged Reductions* – The district's multi-year financial projections are predicated on planned, but yet-to-be identified, reductions of \$2.25 million in 2020-21 and an additional \$2.25 million in 2021-22. If the multi-year projections associated with the First Interim Financial Report identify the need for budget reductions, the district must provide the County Superintendent with its plan to implement the reductions.

### ***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.

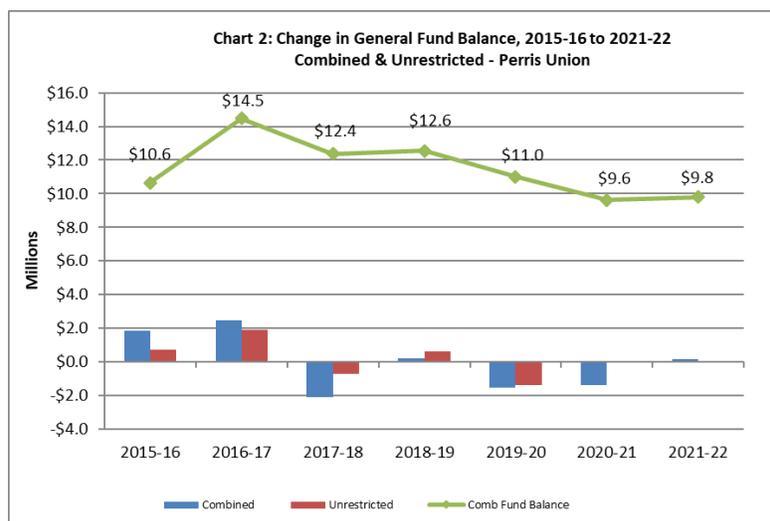
*Enrollment and Average Daily Attendance (ADA)* – The district's projected ADA to enrollment ratio (capture rate) for 2019-20 is 93.0 percent, which is within the historical average ratio for the three prior fiscal years. The district estimates 9,224 ADA for the current fiscal year, or a 1.0 percent increase from the 2018-19 P-2 ADA. For 2020-21 and 2021-22, the district projects a 1.0 percent increase in each year.



**Unduplicated Pupil Percentage** – The district reports an unduplicated pupil percentage of 72.50 percent for 2019-20, 71.31 percent for 2020-21, and 71.08 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 73.31 percent.

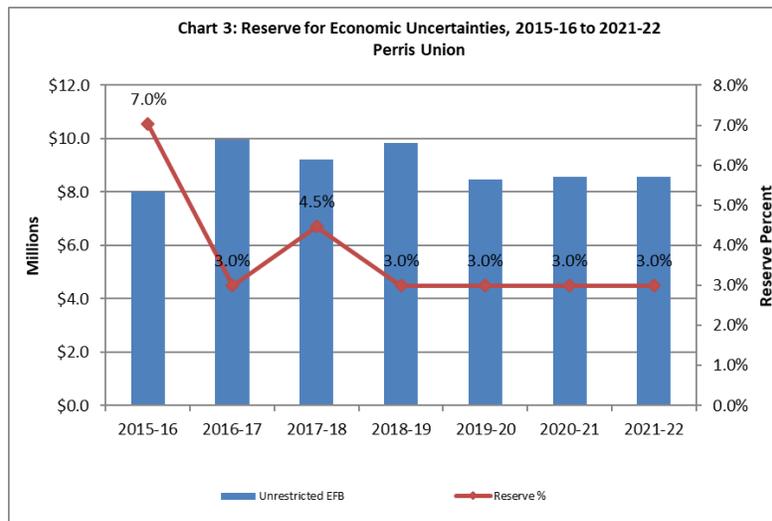
**Local Control Funding Formula (LCFF)** – The district has incorporated target funding as proposed in the Governor’s 2019-20 budget projections. Additionally, the district estimated COLAs of 3.26 percent, 3.00 percent, and 2.80 percent for the 2019-20, 2020-21, and 2021-22 fiscal years, respectively. 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 \$1.6 million in 2019-20 and \$1.4 million in 2020-21. Chart 2 shows the district’s deficit spending historical trends and projections.

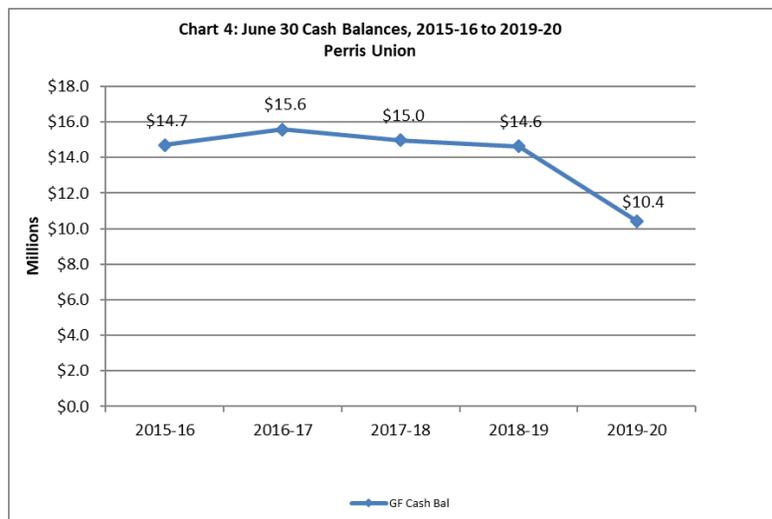


**Employee Negotiations** – As of the board date, June 19, 2019, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2019-20 fiscal year. The agreements provided for a 2.0 percent increase to the salary schedules effective July 1, 2019, and a 2.0 percent increase to the salary schedules effective July 1, 2020.

**Reserve for Economic Uncertainties** – The minimum state-required reserve for a district of Perris Union’s size is 3.0 percent. 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 in the current and 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 \$10.4 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.