



**Riverside County
Board of Education**

Kim J. Cousins

Ray "Coach" Curtis

Bruce N. Dennis

Barbara Hale

Corey A. Jackson

Ben Johnson II

Elizabeth F. Romero

DATE: August 26, 2022

TO: Mr. Grant Bennett, District Superintendent
Mr. David Nelissen, Board President
Ms. Candace Reines, Deputy Superintendent of Business Services
Mr. Robert Brough, 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 
Chief Business Official Chief Academic Officer
(951) 826-6790 (951) 826-6648

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 Union High School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2021 ¹	9,864	7,490	1,697	91	646	1,548
Enrollment Percent 2021 ¹	N/A	75.9	17.2	0.9	6.5	15.7
English Language Arts (ELA) Achievement	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#
English Language Proficiency Assessments for California (ELPAC) Summative Level 4 Percentage 2021 ²	N/A	N/A	15.1	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 ^{3†}	N/A	N/A	2.5	N/A	N/A	N/A
Graduation Rate 2021 ¹	90.5	89.7	80.6	68.2	86.6	81.4
College and Career Prepared Rate 2021	#	#	#	#	#	#
A-G Completion Rate 2021 ¹	30.6	28.0	9.9	0.0	20.6	4.5
Career Technical Education (CTE) Completion Rate 2021 ¹	8.3	8.0	3.5	0.0	6.9	1.8
Dropout Rate 2021 ³	6.6	7.4	11.6	35.7	11.6	9.0
Chronic Absenteeism Rate 2021 ³	27.3	30.0	39.6	42.6	38.6	36.2

Perris Union High School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
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 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 2021 ¹	9,864	23	128	550	259	6,834	41	1,565	452
Enrollment Percent 2021 ¹	N/A	0.2	1.3	5.6	2.6	69.3	0.4	15.9	4.6
English Language Arts (ELA) Achievement	#	#	#	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#	#	#	#
Graduation Rate 2021 ¹	90.5	*	95.8	82.9	100.0	89.6	*	93.1	93.8
College and Career Prepared Rate 2021	#	#	#	#	#	#	#	#	#
A-G Completion Rate 2021 ¹	30.6	*	66.7	18.7	61.1	27.1	*	37.7	41.2
Career Technical Education (CTE) Completion Rate 2021 ¹	8.3	*	20.8	5.7	8.3	7.4	*	12.0	8.2
Dropout Rate 2021 ³	6.6	*	4.0	13.9	0.0	7.1	*	4.5	4.0

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
Chronic Absenteeism Rate 2021 ³	27.3	13.0	12.5	29.9	8.0	29.4	32.6	23.7	19.6
Suspension Rate 2021 ³	0.0	0.0	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	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 decreasing the number of students receiving failing grades in ELA and mathematics, as well as the addition of focused monthly district professional development on distance learning instructional practices, teacher clarity, learning intentions, success criteria, gradual release model, and Integrated ELD.

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

- What might it look like to examine the systems, structures, or practices implemented to continue a decrease of failing grades?
- In what ways might the district consider how professional learning can impact a universal approach to hybrid, virtual, or in-person learning?
- What might it look like to further explore the Multi-Tiered System of Supports in ELA and mathematics?
- What systems might be added to further monitor and ensure rigorous English Language Development across all disciplines, including ELA and mathematics, in order to accelerate achievement for the English Learner student group?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for providing additional minutes in the school day to allow for more course intervention, support, and acceleration. Additionally, the district increased access

to summer courses, which enabled credit recovery, grade improvement, remediation, and advancement. Furthermore, the district offered Advanced Placement (AP) exams to students at no-cost and provided regular Free Application for Federal Student Aid (FAFSA) workshops throughout the year.

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 measure impact and outcomes based on the increased access to rigorous coursework and CTE course pathways?
- What practices might the district consider exploring to improve the FAFSA completion rate?
- What might it look like to demonstrate student progress toward a personalized plan for success upon completion of high school?

Student Engagement and School Climate

The district is to be commended for their Multi-Tiered System of Supports (MTSS), which include the institution of Wellness Centers at each school site, the addition of social-emotional support staff, and the extension of services to the entire community. Furthermore, increased communication to all educational partners and virtual/in-person home visits improved student participation and engagement.

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 leverage and further engage in a broader system of support for African American and Students with Disabilities student groups to decrease the suspension rate and chronic absenteeism?
- What might it look like if the district explored the ways in which wellness services impact student performance?
- How might the district measure the impact of professional development and services aimed at increasing positive indicators of a safe and positive environment for staff and students?

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 9,762 ADA for the current fiscal year, or an 8.2 percent increase from the certified 2021-22 P-2 ADA. For 2023-24 the district projects a 2.9 percent increase in ADA and for 2024-25 the district projects a 2.0 percent increase in ADA. 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 6.56 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 \$8.6 million in 2022-23, \$3.6 million in 2023-24, and \$4.6 million in 2024-25. 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 15, 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 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. 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.