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DATE: August 29, 2025
TO: Dr. Jose Luis Araux, District Superintendent
Mr. Steve Campos, Board President
Dr. Marguerite Williams, Assistant Superintendent of Business Services
Dr. Shanna Egans, Assistant Superintendent, Educational Services
Perris Union High School District
FROM: Edwin Gomez, Ed.D., Riverside County Superintendent of Schools
BY: Scott Price, Ph.D. *APC* Amanda Corridan *OK*
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SUBJECT: 2025-26 LCAP and ADOPTED BUDGET – APPROVAL

The County Superintendent of Schools is required to review and approve the district's Local Control and Accountability Plan (LCAP) before 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 2025-26 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 2025-26 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	Socioeconomically Disadvantaged (SED)	English Learner (EL)	Long-Term English Learner (LTEL)	Foster Youth (FY)	Homeless Youth (HY)	Students with Disabilities (SWD)
Enrollment Count 2024 ¹	10,929	8,033	1,557	N/A	78	463	1,815
Enrollment Percent 2024 ¹	N/A	73.5	14.2	N/A	0.7	4.2	16.6
English Language Arts (ELA) Distance from Standard 2024 ²	-31.3	-45.8	-112.1	-133.3	-114.2	-56.0	-126.5
Mathematics Distance from Standard 2024 ²	-126.2	-137.2	-176.2	-195.7	-203.3	-145.1	-205.2
Science Distance from Standard 2024 ²	-20.3	-22.2	-31.2	-34.7	-21.5	-23.1	-31.9
English Learner Progress Indicator 2024 ²	N/A	N/A	40.6	41.5	N/A	N/A	N/A
Graduation Rate 2024 ²	94.2	94.0	86.5	90.5	78.9	93.8	84.3
College/Career Indicator Rate 2024 ²	34.4	32.0	10.3	9.0	10.5	20.9	8.6
A-G Completion Rate 2024 ²	37.1	34.9	13.3	12.7	10.5	21.4	11.9
Career Technical Education (CTE) Completion Rate 2024 ²	14.9	14.7	10.1	11.4	10.5	16.0	9.1
Chronic Absenteeism Rate 2024 ²	41.8	42.4	40.3	43.4	*	57.9	46.9
Suspension Rate 2024 ²	3.4	4.1	5.6	6.2	10.0	5.1	5.8

¹2024 California School Dashboard Downloadable Enrollment File (No LTEL Data Available)

²2024 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 2024 ¹	10,929	25	161	733	315	7,510	29	1,558	527	
Enrollment Percent 2024 ¹	N/A	0.2	1.5	6.7	2.9	68.7	0.3	14.3	4.8	
English Language Arts (ELA) Distance from Standard 2024 ²	-31.3	*	71.5	-51.3	99.8	-45.5	*	13.5	1.4	
Mathematics Distance from Standard 2024 ²	-126.2	*	-37.9	-148.4	-2.9	-137.6	*	-85.1	-112.1	
Science Distance from Standard 2024 ²	-20.3	*	-7.4	-25.0	0.2	-22.3	*	-13.6	-16.6	
English Learner Progress Indicator 2024 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Graduation Rate 2024 ²	94.2	*	95.1	95.3	94.6	94.1	*	93.8	94.6	
College/Career Indicator Rate 2024 ²	34.4	*	61.0	37.0	71.2	30.2	*	38.8	46.9	
A-G Completion Rate 2024 ²	37.1	*	65.9	39.8	68.9	33.9	*	38.5	47.3	
Career Technical Education (CTE) Completion Rate 2024 ²	14.9	*	9.8	14.1	10.8	15.0	*	15.9	14.7	
Chronic Absenteeism Rate 2024 ²	41.8	*	*	50.0	*	40.9	*	38.9	66.7	
Suspension Rate 2024 ²	3.4	2.9	1.8	5.2	0.9	3.6	6.9	2.2	3.0	

¹ California School Dashboard/Dashboard Additional Report Files² 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 2025-26 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 focused efforts to build literacy skills in reading, writing, listening, speaking, and critical thinking across all subject areas. The implementation of a Multi-Tiered System of Supports (MTSS) demonstrates a sustained commitment to student growth in

academics, behavior, and social-emotional wellness. Academic gains include an increase in English language arts (ELA) and mathematics. Improvements among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students reflect the ongoing progress of targeted support.

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 optimize Tier 1 instructional practices and differentiated interventions in ELA and mathematics to accelerate progress for high-need student groups, particularly Long-Term English Learners (LTELs), Foster Youth, and Students with Disabilities?
- In what ways can the district refine the quality, coherence, and monitoring of integrated and designated English Language Development (ELD) instruction to ensure English Learners, especially LTELs, make meaningful progress toward reclassification and academic success in core content areas?
- How might the district deepen its understanding of which systems are most effective for student academic success, and what strategies can support their long-term sustainability and impact on students with diverse learning needs?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for making progress in expanding access to rigorous academic and career preparation pathways for all students. The district's graduation rate climbed to 94.2 percent, with improved gains for historically underserved student groups, reflecting an emphasis on credit recovery systems, Advancement Via Individual Determination (AVID), dual enrollment, and intervention support. Career Technical Education (CTE) pathway participation has increased, especially among Foster Youth and Students with Disabilities, while ongoing investments in facilities, counseling, and teacher training have strengthened program coherence. Additionally, AVID enrollment continues to grow, and WICOR® (Writing, Inquiry, Collaboration, Organization, and Reading) strategies are being integrated across content areas to promote academic rigor and college readiness. These efforts demonstrate the district's clear commitment to ensuring all students graduate with meaningful options for postsecondary success.

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 modifications can the district make to its targeted academic supports to ensure Long-Term English Learners, Students with Disabilities, and Foster Youth not only access but succeed in advanced coursework, such as A–G and Advanced Placement (AP)?
- How might the district expand its momentum with the increase of A–G completion rate and CTE growth to improve access and success of Long-Term English Learners, Students with Disabilities, and Foster Youth?

Student Engagement and School Climate

The district is to be commended for refining LCAP Goal 3 to strengthen supports for student

well-being, attendance, and school climate. Key actions include focusing on student engagement, enhancing wellness services, addressing chronic absenteeism, and integrating restorative practices into the Multi-Tiered System of Supports. These efforts have led to suspension rates dropping, with significant declines among African American students and Students with Disabilities. Chronic absenteeism also decreased, with gains for African American students and Students with Disabilities.

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

- What additional qualitative data might be collected to better provide a deeper understanding of the root causes of chronic absenteeism, particularly for Homeless, African American, and Long-Term English Learner students?
- How might the district better align its Wellness Centers and behavior interventions with academic supports, ensuring that Tier 2 and Tier 3 students aren't just staying in school, but also experiencing academic success?
- How might the district implement a system to evaluate the effectiveness of culturally responsive strategies and other evidence-based practices in reducing chronic absenteeism, particularly among historically underserved student groups?

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 2025-26 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 2025-26 fiscal year, as well as satisfy its multi-year financial commitments.

The district's Adopted Budget was developed in the context of the Governor's 2025-26 May Revise. Subsequently, the 2025-26 State Budget was adopted, which contained differences from the May Revise. The district should update and revise its budget projections to reflect changes in available 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 9,623 ADA for the current fiscal year, or a 1.7 percent decrease from the certified 2024-25 P-2 ADA. For 2026-27 and 2027-28, the district projects a 1.0 percent decrease 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 2.30 percent, 3.02 percent, and 3.42 percent for the

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2025-26, 2026-27, and 2027-28 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2025-26 State Budget.

Unrestricted Deficit Spending – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2025-26 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$2.9 million in 2025-26, \$10.7 million in 2026-27, and \$13.5 million in 2027-28. 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 18, 2025, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2025-26 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 2025-26 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.

Fiscal Distress Documentation – Education Code Section 42127.6 requires the County Superintendent of Schools to review and consider any studies, reports, evaluations, or audits that may indicate a school district is experiencing 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.