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County Superintendent of Schools

Riverside County  
Board of Education

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**DATE:** August 29, 2025  
**TO:** Mr. Bruce Bivins, District Superintendent  
Ms. Carol Jimenez, Board President  
Ms. Francine M. Story, Chief Business Official  
Dr. Claudia Velez, Assistant Superintendent  
Perris Elementary School District  
**FROM:** Edwin Gomez, Ed.D., Riverside County Superintendent of Schools  
**BY:** Scott Price, Ph.D. *SP* Amanda Corridan *AC*  
Associate Superintendent Chief Academic Officer  
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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 Elementary 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 <sup>1</sup>	4,600	3,954	2,075	N/A	49	93	487
Enrollment Percent 2024 <sup>1</sup>	N/A	86.0	45.1	N/A	1.1	2.0	10.6
English Language Arts (ELA) Distance from Standard 2024 <sup>2</sup>	-58.9	-60.3	-67.5	-79.4	-86.4	-66.1	-120.9
Mathematics Distance from Standard 2024 <sup>2</sup>	-80.3	-82.3	-87.3	-140.5	-96.9	-73.5	-134.4
Science Distance from Standard 2024 <sup>2</sup>	-23.2	-23.5	-24.8	*	*	*	-35.2
English Learner Progress Indicator 2024 <sup>2</sup>	N/A	N/A	42.7	52.5	N/A	N/A	N/A
A-G Completion Rate 2024 <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Career Technical Education (CTE) Completion Rate 2024 <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Chronic Absenteeism Rate 2024 <sup>2</sup>	32.1	32.9	27.1	38.2	31.6	38.1	37.4
Suspension Rate 2024 <sup>2</sup>	1.7	1.8	1.3	2.9	2.4	0.0	2.0

<sup>1</sup>2024 California School Dashboard Downloadable Enrollment File (No LTEL Data Available)

<sup>2</sup>2024 California School Dashboard/Dashboard Additional Report Downloadable Data Files

\* Data Suppressed for Student Privacy Reasons

Perris Elementary 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 <sup>1</sup>	4,600	12	24	276	13	4,036	6	112	43	
Enrollment Percent 2024 <sup>1</sup>	N/A	0.3	0.5	6.0	0.3	87.7	0.1	2.4	0.9	
English Language Arts (ELA) Distance from Standard 2024 <sup>2</sup>	-58.9	*	*	-82.0	-20.9	-58.9	*	-21.3	-56.2	
Mathematics Distance from Standard 2024 <sup>2</sup>	-80.3	*	*	-107.0	-45.2	-80.3	*	-40.8	-62.5	
Science Distance from Standard 2024 <sup>2</sup>	-23.2	*	*	-28.5	*	-23.3	*	-13.8	*	
English Learner Progress Indicator 2024 <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
A-G Completion Rate 2024 <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Career Technical Education (CTE) Completion Rate 2024 <sup>2</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Chronic Absenteeism Rate 2024 <sup>2</sup>	32.1	50.0	32.0	43.2	15.4	31.5	*	21.5	38.6	
Suspension Rate 2024 <sup>2</sup>	1.7	16.7	0.0	4.5	0.0	1.5	*	0.8	1.4	

<sup>1</sup> California School Dashboard/Dashboard Additional Report Files

<sup>2</sup> 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 strategic and student-centered initiatives that reflect a deep commitment to access. Through the implementation of a Multi-Tiered System of Supports (MTSS), the district demonstrates a strong focus on early identification and responsive academic and behavioral interventions, driven by data analysis and collaborative professional learning community (PLC) processes. In addition, the expansion of the Dual Language Immersion (DLI) program into 7th grade and the addition of a second DLI school further illustrate the district's long-term vision to promote biliteracy and bilingualism. Notably, the

district's targeted supports for Homeless Youth have resulted in increased performance in both English language arts (ELA) and mathematics, signaling meaningful progress for one of its most vulnerable student populations.

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

- How might PLC teams and coaching cycles be used to monitor and measure the effectiveness of instructional shifts across schools, and in what ways might these systems strengthen achievement for all student groups?
- With what frequency might individual schools use common assessments to disaggregate and review English Learner (EL), Foster Youth, and Socioeconomically Disadvantaged student growth data, and what protocols might be implemented to respond when students are not making progress?

### **Student Access, Enrollment, and Success in Rigorous Coursework**

The district is to be commended for expanding rigorous academic opportunities through the continued growth of its Dual Language Immersion program into 7th grade and a second site, providing bilingual access. The district's integration of Science, Technology, Engineering, Arts, and Mathematics (STEAM), Project-Based Learning, and Advancement Via Individual Determination (AVID) Elementary supports the development of 21st-century skills, while a strong focus on the Science of Reading ensures engaging, evidence-based literacy instruction. These efforts reflect a clear commitment to academic excellence and equity for all students.

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:

- In what ways might the district expand its AVID strategies to include targeted supports for Long-Term English Learners (LTELs), particularly in writing and academic discourse?
- As the district expands the DLI program, how might sites measure its impact on students' literacy in both English and Spanish, specifically which biliteracy assessments will be used, how often will the data be reviewed, and what interventions will be triggered when students fall below growth targets?
- How might the district monitor participation and outcomes in enrichment programs (i.e., coding, robotics, STEAM, and AVID) to ensure English Learners, Foster Youth, and Socioeconomically Disadvantaged students are equitably represented and proportionately benefiting from these opportunities?

### **Student Engagement and School Climate**

The district is to be commended for its strong focus on fostering a positive, supportive school climate through restorative practices, Positive Behavioral Interventions and Supports (PBIS), and comprehensive counseling services, possibly contributing to reduced suspensions and strong student connections. The district has also achieved notable reductions in chronic absenteeism across all student groups and is proactively addressing barriers through a new attendance program. Expanded learning programs such as After School Education and Safety (ASES), Saturday academies, STEAM camps, and wellness supports provide students with safe, enriching spaces beyond the school day.

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 strategies, beyond continued transportation, is the district considering to support improved attendance for Socioeconomically Disadvantaged, Foster Youth, and English Learner students, and how will these efforts be integrated into a broader plan to address barriers faced by unduplicated students?
- In what ways will the newly developed family engagement workshops—particularly those co-led by the District African-American Parent Advisory Council—be used to surface root causes and co-design meaningful, sustained supports that improve attendance and success for African-American students?

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 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 4,316 ADA for the current fiscal year, or a 1.6 percent increase from the certified 2024-25 P-2 ADA. For 2026-27 and 2027-28, the district projects to remain flat 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 Cost-of-Living Adjustments (COLAs) for LCFF funding of 2.30 percent, 3.02 percent, and 3.42 percent for the 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 \$2.1 million in 2025-26, \$5.4 million in 2026-27, and \$3.7 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 12, 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 Elementary School District’s size is 3.0 percent; however the governing board requires the district maintain a 5.0 percent reserve for economic uncertainties. In light of the current fiscal environment, our office recommends districts maintain reserves higher than the minimum and commends the district’s board for this fiscally prudent practice. The district projects to meet the minimum-reserve requirement, and board-required reserve, 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.