RIVERSIDE COUNTY OFFICE OF EDUCATION
EDWIN GOMEZ, Ed.D.
County Superintendent of Schools

DATE: August 28, 2026

TO: Mr. Bruce Bivins, District Superintendent
Ms. Katie McClendon, Board President
Ms. Alisha Underwood, Chief Business Official
Dr. Claudia Velez, Assistant Superintendent, Educational Services
Perris Elementary School District

FROM: Edwin Gomez, Ed.D., Riverside County Superintendent of Schools

BY: Scott Price, Ph.D.
Associate Superintendent
(951) 826-6790

Amanda Corridan
Associate Superintendent
(951) 826-6648

SUBJECT: **2026-27 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 2026-27 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 2026-27 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 2025[1]	4,628	3,947	1,907		58	150	602
Enrollment Percent 2025[1]		85.3	41.2		1.3	3.2	13.0
English Language Arts (ELA) Distance from Proficiency 2025[2]	-53.5	-55.3	-67.6	-60.5	-85.2	-69.9	-118.0
Mathematics Distance from Proficiency 2025[2]	-81.2	-82.8	-87.8	-109.3	-76.7	-114.1	-143.6
Science Points 2025[2]	39.9	39.6	39.2			33.2	31.3
English Learner Progress Indicator 2025[2]			44.7	53.1			
A-G Completion Rate 2025[2]							
Career Technical Education (CTE) Completion Rate 2025[2]							
Chronic Absenteeism Rate 2025[2]	30.1	31.2	24.5	25.6	25.3	38.6	34.8
Suspension Rate 2025[2]	0.8	0.9	0.6	0.0	0.0	0.0	1.3

[1]2025 California School Dashboard Downloadable Enrollment File (No LTEL Data Available)
[2]2025 California School Dashboard/Dashboard Additional Report Downloadable Data Files
Note: Blanks indicate that no public data is available for this data point.

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 2025[1]	4,628	10	17	237	9	4,116	6	124	43
Enrollment Percent 2025[1]		0.2	0.4	5.1	0.2	88.9	0.1	2.7	0.9
English Language Arts (ELA) Distance from Proficiency 2025[2]	-53.5			-68.5		-54.2		-20.3	-33.5
Mathematics Distance from Proficiency 2025[2]	-81.2			-112.5		-81.1		-45.8	-63.1
Science Points 2025[2]	39.9			33.6		39.9		46.2	
A-G Completion Rate 2025[2]									
Career Technical Education (CTE) Completion Rate 2025[2]									
Chronic Absenteeism Rate 2025[2]	30.1	46.2	0.0	37.7	18.2	29.7		29.5	33.9
Suspension Rate 2025[2]	0.8	7.7	0.0	2.1	0.0	0.7		1.4	0.8

[1] California School Dashboard/Dashboard Additional Report Files
[2] CDE Dataquest and Files
Note: Blanks indicate that no public data is available for this data point.

We offer the following commendations and inquiry questions to consider for the implementation of the 2026-27 Local Control and Accountability Plan and the refinement of the plan in future years:

<u>Student Success in Academics</u>

The district is commended for the significant academic growth demonstrated by historically underserved student groups. In mathematics, Long-Term English Learners and Foster Youth showed substantial improvement, while Long-Term English Learners also demonstrated strong gains in English language arts (ELA). These results reflect the district's effective targeted instructional supports and sustained commitment to advancing literacy, language development, and equitable outcomes for multilingual learners.

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

- As the district continues to strengthen its professional learning communities (PLCs) and instructional coaching model, what might it look like to monitor the implementation and effectiveness of these systems, and use the evidence gathered to make data-informed instructional adjustments that improve outcomes for all students, particularly English Learners, Students with Disabilities, Homeless Youth, and other unduplicated student groups?
- The district has demonstrated notable academic growth for Long-Term English Learners and Foster Youth. In what ways might the district identify and leverage the instructional practices contributing to these gains to accelerate achievement for other student groups while sustaining continued growth for these student populations?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is commended for its commitment to providing students with rich and engaging learning opportunities through the intentional expansion of its Dual Language Academy through eighth grade and broad access to high-quality enrichment programs, including Science, Technology, Engineering, Arts, and Mathematics (STEAM) instruction, dedicated physical education (PE) teachers, the Expanded Learning Opportunities Program (ELO-P), robotics, coding, and other enrichment experiences. Together, these initiatives promote bilingualism, biliteracy, creativity, student engagement, and the development of the academic and career-ready skills necessary for success in a diverse, global society.

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 will the district monitor enrollment and student outcomes in the Dual Language Immersion (DLI) program to ensure equitable access and success for all student groups?
- As the district continues to expand enrichment opportunities through arts, STEAM, dedicated PE, ELO-P, robotics, and coding, how will it evaluate the impact of these experiences on student engagement, academic achievement, and equitable access for all student groups?

Student Engagement and School Climate

The district is commended for its success in creating supportive and inclusive learning environments, as evidenced by reductions in both school suspension rates and chronic absenteeism across all student groups. Particularly strong improvements among Long-Term English Learners, Foster Youth, Students with Disabilities, African American students, and Hispanic students reflect the district’s commitment to positive school climate, proactive behavioral supports, student engagement, and equitable access to learning opportunities.

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

- The district has demonstrated measurable reductions in suspensions and chronic absenteeism across multiple student groups. What additional steps might the district take to identify and monitor the practices contributing to these positive outcomes to sustain and expand success for all students, particularly those student groups that continue to experience the greatest needs?
- The district has established student well-being as a core component of its vision and instructional system. How might the district evaluate the impact of its well-being initiatives on students' sense of belonging, engagement, attendance, and academic success across all student groups?

To access resources and tools that will support future LCAP development, please go to https://www.rcoe.us/services-for-districts/assessment-accountability-and-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 2026-27 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 2026-27 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 2026-27 May Revise. Subsequently, the 2026-27 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 4,192 ADA for the current fiscal year, or a 0.3 percent increase from the certified 2025-26 P-2 ADA. For 2027-28 and 2028-29, 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 2.87 percent, 3.30 percent, and 3.09 percent for the 2026-27, 2027-28, and 2028-29 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2026-27 State Budget.

Unrestricted Deficit Spending – The district's Adopted Budget indicates a positive ending balance for all funds in the 2026-27 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by $3.4 million in 2027-28 and

$2.5 million in 2028-29. 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 11, 2026, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2026-27 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 the board-required reserve in the current and two subsequent fiscal years. Additionally, existing law imposes a 10.0 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 3.0 percent of TK-12 Prop. 98 funding. This condition was met with the 2025-26 deposit amount, triggering the local reserve cap for the 2026-27 fiscal year. The district projects to meet the statutory 10.0 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 2026-27 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.