



RIVERSIDE COUNTY
OFFICE OF EDUCATION
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County Superintendent of Schools

Riverside County
Board of Education

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DATE: August 29, 2025
TO: Ms. Mays Kakish, District Superintendent
Mrs. Melissa Williamson, Board President
Mr. Sergio San Martin, Chief Business Official
Dr. Ebon Brown, Assistant Superintendent, Instruction and Support Services
Beaumont Unified School District
FROM: Edwin Gomez, Ed.D., Riverside County Superintendent of Schools
BY: Scott Price, Ph.D.  Amanda Corridan 
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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.

Beaumont Unified 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	12,121	8,331	906	N/A	92	325	1,746
Enrollment Percent 2024 ¹	N/A	68.7	7.5	N/A	0.8	2.7	14.4
English Language Arts (ELA) Distance from Standard 2024 ²	-20.6	-31.8	-68.9	-134.1	-126.8	-61.0	-98.8
Mathematics Distance from Standard 2024 ²	-53.8	-64.9	-89.9	-181.8	-144.6	-92.2	-116.0
Science Distance from Standard 2024 ²	-14.8	-17.0	-24.4	-34.6	*	-20.1	-26.8
English Learner Progress Indicator 2024 ²	N/A	N/A	41.4	36.7	N/A	N/A	N/A
Graduation Rate 2024 ²	94.5	94.2	87.1	91.1	58.3	86.7	80.2
College/Career Indicator Rate 2024 ²	42.9	38.1	8.7	9.1	25.0	24.4	10.0
A-G Completion Rate 2024 ²	40.9	37.5	12.9	8.9	25.0	28.9	9.9
Career Technical Education (CTE) Completion Rate 2024 ²	16.2	14.7	8.6	8.9	8.3	11.1	8.1
Chronic Absenteeism Rate 2024 ²	20.0	22.7	18.3	18.1	21.9	36.3	26.6
Suspension Rate 2024 ²	2.1	2.5	2.2	4.1	8.9	4.4	3.9

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

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Beaumont Unified 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	12,121	73	352	857	345	7,224	36	2,543	543
Enrollment Percent 2024 ¹	N/A	0.6	2.9	7.1	2.8	59.6	0.3	21.0	4.5
English Language Arts (ELA) Distance from Standard 2024 ²	-20.6	-85.8	32.8	-28.0	51.4	-30.9	-13.8	-6.4	-17.6
Mathematics Distance from Standard 2024 ²	-53.8	-122.3	-0.1	-70.6	11.1	-65.2	-38.9	-33.4	-46.4
Science Distance from Standard 2024 ²	-14.8	-23.3	-6.7	-17.6	-2.7	-17.0	*	-10.7	-13.4
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	94.5	*	95.8	84.8	96.2	95.7	*	95.3	89.5
College/Career Indicator Rate 2024 ²	42.9	*	58.3	34.8	80.8	39.4	*	45.5	57.9
A-G Completion Rate 2024 ²	40.9	*	58.3	36.4	69.2	38.2	*	41.9	57.9
Career Technical Education (CTE) Completion Rate 2024 ²	16.2	*	16.7	16.7	26.9	15.2	*	17.3	15.8
Chronic Absenteeism Rate 2024 ²	20.0	28.8	8.3	16.8	7.8	21.9	42.3	18.3	19.6
Suspension Rate 2024 ²	2.1	2.4	0.3	4.1	0.8	2.2	5.4	1.6	1.5

¹ California School Dashboard/Dashboard Additional Report Files

² 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 increasing the graduation rate by 1.9 percent to 94.5 percent for all students, and an increase for English Learners of 6.5 percent. The district increased the reclassification rate of English Learners, rising from 6.8 percent to 13.5 percent.

Additionally, the district demonstrated progress in English language arts (ELA) proficiency, with African American students improving by 4.2 points and Homeless students gaining 10.5 points, as reported on the California School Dashboard. The district is also to be recognized for its strategic focus on foundational literacy through the use of Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) training and professional development to improve ELA outcomes for Foster Youth, Homeless, and English Learner (EL) students.

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 evaluate the effectiveness of its professional development and coaching systems in reducing the performance gap in mathematics for Students with Disabilities and English Learners?
- In what ways might the district examine graduation data and student experiences to identify targeted supports that could increase graduation rates for Foster Youth?
- In what ways might the district analyze the impact of LETRS and designated English Language Development (ELD) instruction to identify effective practices that support continued growth in ELA proficiency for Foster Youth, English Learners, and Homeless students?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for its continued progress in preparing students for post-secondary success. According to the California School Dashboard, the College/Career Indicator increased by 1.4 percent overall, with Foster Youth demonstrating a notable gain of 18.3 percent. A–G completion rates also improved significantly, with Foster Youth increasing by 26.2 percent and Black/African American students increasing by 11.5 percent. Additionally, the district has made commendable strides in expanding access to rigorous coursework by improving the Advanced Placement (AP) pass rate to 72 percent and setting a goal to increase Career Technical Education (CTE) completers to 20 percent.

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 analyze the practices and supports that contributed to gains in college and career readiness for Foster Youth and Black/African American students, and how might those strategies be expanded to benefit other student groups?
- How might the district strengthen access and support structures to address the decline in A–G completion for Homeless Youth and improve their college readiness?
- How might the district evaluate and refine its AP, dual enrollment, and CTE recruitment practices to ensure equitable access and sustained success for all students?

Student Engagement and School Climate

The district is to be commended for enhancing social-emotional supports with embedded programs such as Positive Behavioral Interventions and Supports (PBIS), restorative practices, and increased access to mental health professionals. The district is to be commended for its reduction in chronic absenteeism across student groups. The district is to be commended for

improving students' social-emotional well-being across the district, as reflected in Panorama survey results showing an increase in sense of belonging.

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 engage secondary students in co-designing feedback opportunities to surface more actionable insights related to emotional self-regulation, supportive relationships, and positive feelings?
- In what ways might the arts and culturally relevant extracurricular programs be leveraged to enhance belonging and engagement across school sites?
- In what ways can the district evaluate the impact of Student Support Coordinators that effectively support student well-being, especially for Homeless students?

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 11,947 ADA for the current fiscal year, or a 3.5 percent increase from the certified 2024-25 P-2 ADA. For 2026-27 and 2027-28, the district projects a 2.5 percent increase 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 0.00 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 \$16.0 million in

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2025-26, \$4.7 million in 2026-27, and \$9.2 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 10, 2025, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2025-26 fiscal year.

Reserve for Economic Uncertainties – The minimum state-required reserve for a district of Beaumont Unified 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.