



**Riverside County
Board of Education**

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DATE: August 29, 2025

TO: Dr. Christi Barrett, District Superintendent
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Hemet Unified School District

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

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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.

Hemet 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	21,995	19,092	3,042	N/A	308	651	3,624
Enrollment Percent 2024 ¹	N/A	86.8	13.8	N/A	1.4	3.0	16.5
English Language Arts (ELA) Distance from Standard 2024 ²	-55.7	-60.9	-91.8	-133.8	-84.0	-90.3	-128.6
Mathematics Distance from Standard 2024 ²	-103.8	-109.6	-134.8	-201.5	-128.6	-129.6	-161.1
Science Distance from Standard 2024 ²	-23.4	-24.4	-30.6	-36.5	-26.1	-29.4	-32.6
English Learner Progress Indicator 2024 ²	N/A	N/A	40.6	41.6	N/A	N/A	N/A
Graduation Rate 2024 ²	90.4	89.9	81.7	81.1	76.5	88.5	78.0
College/Career Indicator Rate 2024 ²	46.0	44.2	21.8	22.1	11.8	29.0	20.3
A-G Completion Rate 2024 ²	43.2	41.1	25.7	25.0	8.8	26.2	11.8
Career Technical Education (CTE) Completion Rate 2024 ²	36.0	35.7	20.2	25.0	17.6	25.1	26.6
Chronic Absenteeism Rate 2024 ²	33.4	35.0	26.8	33.3	43.6	51.2	37.8
Suspension Rate 2024 ²	5.1	5.3	4.0	7.8	12.1	8.4	8.5
¹ 2024 California School Dashboard Downloadable Enrollment File (No LTEL Data Available) ² 2024 California School Dashboard/Dashboard Additional Report Downloadable Data Files * Data Suppressed for Student Privacy Reasons							

Hemet 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	21,995	153	158	1,761	185	15,153	82	3,600	903
Enrollment Percent 2024 ¹	N/A	0.7	0.7	8.0	0.8	68.9	0.4	16.4	4.1
English Language Arts (ELA) Distance from Standard 2024 ²	-55.7	-67.7	-2.1	-85.4	39.8	-59.1	-39.4	-36.9	-44.1
Mathematics Distance from Standard 2024 ²	-103.8	-125.2	-54.8	-137.3	-27.8	-107.0	-85.2	-81.5	-96.9
Science Distance from Standard 2024 ²	-23.4	-20.6	-16.0	-27.7	-6.0	-24.2	-20.3	-19.8	-21.8
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	90.4	90.9	77.8	81.6	100.0	90.7	*	93.7	88.9
College/Career Indicator Rate 2024 ²	46.0	45.5	47.1	29.4	75.0	46.6	*	49.5	47.6
A-G Completion Rate 2024 ²	43.2	54.5	38.9	27.6	83.3	43.7	*	46.1	42.9
Career Technical Education (CTE) Completion Rate 2024 ²	36.0	36.4	38.9	34.4	16.7	36.1	*	36.4	42.9
Chronic Absenteeism Rate 2024 ²	33.4	51.8	12.0	44.8	13.9	32.7	44.3	30.7	35.4
Suspension Rate 2024 ²	5.1	12.1	1.1	12.0	0.0	3.9	3.3	6.1	6.5
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 strong academic progress districtwide in English language arts (ELA) (+6.6) and mathematics (+3.1). Gains among Foster Youth included a +5.6-point gain

in ELA and a +8.6-point gain in mathematics. English Learners also increased in ELA (+8.7) and mathematics (+7.4). These outcomes highlight the impact of the district's targeted, evidence-based supports in the district's early-literacy focus.

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 amplify the impact of evidence-based literacy and mathematics strategies to accelerate growth across all student groups?
- How might the district ensure consistent, high-quality Tier I instruction that supports both academic achievement and student engagement in every classroom?
- How is the district calibrating Tier I instruction and Plan-Do-Study-Act (PDSA) Cycles across schools to ensure all students (especially at Equity Multiplier sites) are accessing grade-level content with aligned supports?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for expanding access, enrollment, and success in A–G, Advanced Placement (AP), and Career Technical Education (CTE) pathways, including for historically underserved student groups. District gains include an increase in A–G completion for English Learners (+7 percent), a rise in AP enrollment for African American students (+3.76 percent), and CTE completion for Students with Disabilities (+12 percent). The district is also to be commended for its partnerships with Equity Multiplier sites and the Native American Tribal Advisory Council.

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 strengthen alignment between early academic interventions and long-term college and career readiness by systematically integrating K–5 progress monitoring tools such as literacy benchmarks and chronic absenteeism data into secondary course placement decisions and support services? How could this alignment address the persistent foundational skill gaps identified among English Learners, Foster Youth, and Socioeconomically Disadvantaged students?
- How might the district establish a comprehensive early warning system for students in grades 6–11 that monitors credit accrual, A–G eligibility progress, and enrollment in rigorous coursework to ensure timely, data-informed intervention, particularly for Foster Youth and Students with Disabilities, whose A–G completion rates currently trail well below district goals?
- How might the district strengthen existing school-community partnerships to raise awareness of A–G and College/Career Indicator (CCI) requirements by implementing targeted outreach strategies (e.g., bilingual counselor-led workshops, digital goal-tracking tools, and personalized academic planning) based on student survey data indicating that 59 percent of students report setting academic goals and monitoring their progress?

Student Engagement and School Climate

The district is to be commended for its improved graduation rate of 90.4 percent, earning a Green indicator on the California School Dashboard. Chronic absenteeism decreased from 37.4 percent to 33.4 percent. Suspension rates dropped from 6.3 percent to 5.1 percent, with noted improvements across ten student groups. Suspensions fell from 3.1 percent to 1.8 percent at the secondary level with targeted district support programs like Building Assets, Reducing Risks (BARR), and Alternatives to Suspension (ATS). Additionally, the district is to be commended for its Extended Learning Opportunities initiative and 0/7th period classes to support credit recovery and flexible scheduling.

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

- In what ways can the district further enhance *The Cultivating High Performing Teams* framework to support all students more comprehensively, and in all areas, such as academics, college, career, and social-emotional?
- How might general district-planned supports and resources be specifically leveraged for Foster Youth student groups in order to enhance their educational outcomes and ensure their academic success?
- How will the district ensure that the data generated by the District Scorecard and CCI Dashboard is used consistently and effectively at the site level to trigger timely academic or wellness interventions for individual Foster Youth, English Learners, and Socioeconomically Disadvantaged 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 20,079 ADA for the current fiscal year, or a 0.5 percent increase from the certified 2024-25 P-2 ADA. For 2026-27 and for 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 \$12.5 million in 2025-26, \$22.2 million in 2026-27, and \$22.7 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 17, 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 Hemet Unified 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.