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

DATE: August 28, 2026

TO: Ms. Mays Kakish, District Superintendent
Mr. Jeff Brown, 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

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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.

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 2025[1]	12,448	8,526	877		93	382	1,963
Enrollment Percent 2025[1]		68.5	7.0		0.7	3.1	15.8
English Language Arts (ELA) Distance from Proficiency 2025[2]	-2.5	-15.5	-45.1	-115.3	-80.4	-34.7	-81.5
Mathematics Distance from Proficiency 2025[2]	-39.6	-51.3	-74.9	-173.9	-101.6	-66.7	-108.1
Science Points 2025[2]	51.9	49.2	41.2	34.1	37.7	48.8	38.7
English Learner Progress Indicator 2025[2]			45.9	38.4			
Graduation Rate 2025[2]	95.0	95.0	90.4	88.3		89.5	80.0
College/Career Indicator Rate 2025[2]	46.0	41.8	18.1	20.0		18.7	10.9
A-G Completion Rate 2025[2]	41.8	37.6	15.7	18.3		19.7	10.0
Career Technical Education (CTE) Completion Rate 2025[2]	16.9	15.1	7.2	8.3		7.9	10.0
Chronic Absenteeism Rate 2025[2]	19.3	22.5	19.6	19.6	31.4	32.5	26.7
Suspension Rate 2025[2]	1.8	2.1	2.2	2.0	5.5	2.6	4.0

[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.

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 2025[1]	12,448	75	368	921	367	7,472	34	2,492	557
Enrollment Percent 2025[1]		0.6	3.0	7.4	2.9	60.0	0.3	20.0	4.5
English Language Arts (ELA) Distance from Proficiency 2025[2]	-2.5	-89.4	40.4	-10.4	74.2	-14.1	26.3	13.1	19.4
Mathematics Distance from Proficiency 2025[2]	-39.6	-103.1	15.0	-54.0	25.5	-51.3	24.8	-21.0	-25.6
Science Points 2025[2]	51.9	40.0	62.8	48.5	65.5	49.4		56.0	57.0
Graduation Rate 2025[2]	95.0		100.0	94.9	96.8	95.2		95.1	89.7
College/Career Indicator Rate 2025[2]	46.0		66.7	36.2	80.6	42.6		54.9	35.9
A-G Completion Rate 2025[2]	41.8		71.4	44.1	71.0	38.1		46.6	35.9
Career Technical Education (CTE) Completion Rate 2025[2]	16.9		28.6	5.1	22.6	16.4		21.1	17.9
Chronic Absenteeism Rate 2025[2]	19.3	44.6	8.7	17.9	8.6	20.8	33.3	17.5	19.3
Suspension Rate 2025[2]	1.8	2.5	0.3	3.8	0.0	1.8	0.0	1.5	1.8

[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:

Student Success in Academics

The district is to be commended for demonstrating strong systemwide improvement across multiple indicators, including achieving a high graduation rate, reducing the suspension rate, significantly increasing English language arts (ELA) performance on the California School Dashboard, and improving mathematics performance.

The district's intentional use of Differentiated Assistance (DA) strengthened instructional and attendance supports for American Indian/Alaska Native students through targeted interventions, data-informed decision-making, and collaboration with the Riverside County Office of Education. The district also demonstrated notable academic growth for English Learners, Foster Youth, and Homeless Youth in ELA, while continuing to invest in professional learning, instructional coaching, best first instruction, foundational literacy, and Multi-Tiered System of Supports (MTSS) to strengthen Tier I instruction and accelerate student achievement.

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

- How might the district continue to build upon recent gains in ELA and mathematics to accelerate learning for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities?
- How might the district continue to refine the targeted intervention strategies developed through DA to improve academic achievement and engagement for American Indian/Alaska Native students?
- How might the district leverage and sustain the success of its coaching and professional learning systems to further improve academic achievement for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is commended for its continued implementation of the Be Ready Beaumont initiative, which prepares students for college and career success across grade levels by increasing the percentage of students completing both A-G requirements and a Career Technical Education (CTE) pathway.

The district is further commended for expanding access to rigorous learning opportunities through Dual Enrollment, CTE pathways, Advanced Placement (AP), and coordinated college and career readiness supports, resulting in almost half of students meeting the College/Career Indicator (CCI), relatively strong performance of English Learners on the CCI, and three-fourths of students passing the AP exam.

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 collaboration among counselors, instructional leaders, coaches, CTE staff, and school sites to ensure students participating in rigorous coursework receive the academic and social-emotional supports necessary to successfully complete those pathways?
- How might the district build on the significant gains in CCI outcomes for English Learners while accelerating growth in A-G completion, so that students are not only prepared for postsecondary opportunities, but also meet university entrance requirements?

- How can the district leverage student and community voices to better understand the factors that influence enrollment, persistence, and successful completion of rigorous college and career pathways for historically underserved student groups?

Student Engagement and School Climate

The district is to be commended for its comprehensive approach to strengthening student engagement and school climate through the implementation of MTSS. The district's continued focus on targeted supports for Foster Youth, English Learners, and Socioeconomically Disadvantaged students, along with Targeted Attendance Support, and Positive Behavioral Interventions and Supports (PBIS), demonstrates a strategic commitment to addressing chronic absenteeism and suspensions while fostering positive learning environments. These efforts are reflected in a low suspension rate and a very high graduation rate. Results from the Panorama Social-Emotional Learning Survey further reflect the positive impact of these efforts and continued growth in student perceptions of belonging, growth mindset, emotional regulation, and self-efficacy.

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 leverage the MTSS that has contributed to maintaining low expulsion rates to further reduce suspension rates and strengthen student engagement for Foster Youth, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities?
- How might the district measure the impact of its expanded staffing and family engagement efforts to determine their effectiveness in improving attendance and reducing chronic absenteeism for Socioeconomically Disadvantaged students and Hispanic students?
- How might the district strengthen its student focus group protocol to ensure the voices of English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students are reflected in district decision-making?
- What might it look like to identify the practices contributing to lower chronic absenteeism at schools serving similar student populations and replicate those practices across the district?

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 12,124 ADA for the current fiscal year, or a 2.1 percent increase from the certified 2025-26 P-2 ADA. For 2027-28 and 2028-29, the district projects a 2.0 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 4.31 percent, 3.30 percent, and 0.00 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 $2.6 million in 2027-28 and $1.4 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 9, 2026, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2026-27 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. 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.