



**Riverside County
Board of Education**

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DATE: August 28, 2026

TO: Dr. Christi Barrett, District Superintendent
Mr. Al Cordova, Board President
Mr. Darrin Watters, Deputy Superintendent, Business Services
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Hemet 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.

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 2025 ¹	22,129	19,314	2,998		272	513	3,878
Enrollment Percent 2025 ¹		87.3	13.5		1.2	2.3	17.5
English Language Arts (ELA) Distance from Proficiency 2025 ²	-49.5	-54.7	-84.2	-129.9	-89.4	-91.1	-121.3
Mathematics Distance from Proficiency 2025 ²	-98.5	-104.2	-129.1	-194.8	-134.1	-136.8	-161.3
Science Points 2025 ²	42.2	41.3	36.1	30.4	34.6	36.6	32.8
English Learner Progress Indicator 2025 ²			43.0	45.8			
Graduation Rate 2025 ²	92.2	92.1	88.5	90.2	64.7	87.4	77.5
College/Career Indicator Rate 2025 ²	59.1	57.9	39.1	41.5	26.5	40.4	30.9
A-G Completion Rate 2025 ²	48.7	47.3	28.6	28.9	20.6	32.5	14.1
Career Technical Education (CTE) Completion Rate 2025 ²	47.9	47.8	34.6	40.7	20.6	32.0	38.3
Chronic Absenteeism Rate 2025 ²	32.3	34.2	28.0	34.8	46.2	59.9	38.5
Suspension Rate 2025 ²	3.4	3.6	3.1	4.8	12.1	4.5	6.7

¹2025 California School Dashboard Downloadable Enrollment File (No LTEL Data Available)
²2025 California School Dashboard/Dashboard Additional Report Downloadable Data Files
Note: Blanks indicate that no public data is available for this data point.

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 2025 ¹	22,129	137	158	1,712	191	15,492	73	3,441	925
Enrollment Percent 2025 ¹		0.6	0.7	7.7	0.9	70.0	0.3	15.5	4.2
English Language Arts (ELA) Distance from Proficiency 2025 ²	-49.5	-95.1	9.1	-74.6	34.3	-53.3	-19.9	-30.2	-33.8
Mathematics Distance from Proficiency 2025 ²	-98.5	-138.7	-38.1	-131.8	-8.5	-102.1	-77.2	-77.3	-83.6
Science Points 2025 ²	42.2	35.1	54.2	36.9	55.1	41.1	44.1	47.4	46.5
Graduation Rate 2025 ²	92.2	63.6	100.0	88.3	94.7	93.2		90.1	94.0
College/Career Indicator Rate 2025 ²	59.1	27.3	72.7	43.8	68.4	59.1		63.9	68.2
A-G Completion Rate 2025 ²	48.7	18.2	42.9	41.4	68.4	48.4		51.2	58.2
Career Technical Education (CTE) Completion Rate 2025 ²	47.9	27.3	28.6	37.9	36.8	48.9		50.0	50.7
Chronic Absenteeism Rate 2025 ²	32.3	47.0	13.4	43.8	12.7	31.6	54.7	29.3	34.9
Suspension Rate 2025 ²	3.4	10.9	4.0	7.7	0.0	2.8	3.7	3.7	3.5
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 sustained improvement in student academic achievement. Mathematics performance improved for the third consecutive year, with even greater gains among English Learners, African American students, and Socioeconomically Disadvantaged students. English language arts (ELA) also improved districtwide, with strong gains

for African American students, English Learners, and Students with Disabilities. These outcomes reflect the district's implementation of a coherent instructional system emphasizing Tier I instruction, including English language development (ELD), evidence-based practices, progress monitoring, and targeted support for student groups.

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 strengthen and evaluate the vertical alignment of its instructional program across elementary, middle, and high school grade spans to ensure that literacy, mathematics, and other academic initiatives build upon one another and result in sustained growth and improved outcomes for all student groups?
- How might the district leverage the practices that contributed to the academic growth of African American students to strengthen continuous improvement efforts and ensure that interventions, professional learning, and evidence-based practices accelerate achievement for English Learners, Long-Term English Learners, Students with Disabilities, Homeless Youth, Foster Youth, and other student groups?
- In what ways could the district continue to refine the implementation of Plan-Do-Study-Act (PDSA) cycles and its Multi-Tiered System of Supports (MTSS) framework across all school sites?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is commended for increasing the College/Career Indicator (CCI), with the overall preparedness rate increasing significantly on the most recent California School Dashboard. CCI gains were especially notable among English Learners, Long-Term English Learners, African American students, Students with Disabilities, Foster Youth, and Homeless Youth students. The district also demonstrated strong growth in Career Technical Education (CTE) participation, as measured by pathway completion both districtwide and for English Learners.

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 can the district build on recent academic achievement and graduation gains among English Learners to accelerate English Learner reclassification rates?
- To what extent are the district's systems of support increasing participation and successful completion in A-G coursework, CTE, and Advanced Placement (AP) programs for English Learners, Students with Disabilities, Foster Youth, and African American students?
- In what ways can the district measure the impact of the fine, performing, and visual arts as part of a rigorous curriculum that promotes equitable access to high-quality learning experiences for Socioeconomically Disadvantaged students and Foster Youth?

Student Engagement and School Climate

The district is commended for sustaining a positive trajectory in student engagement and school climate, as evidenced by an increase in the graduation rate. The district also noticeably reduced

the suspension rate through continued implementation of restorative practices, the Alternative to Suspension (ATS) program, and other student reengagement supports. Chronic absenteeism continued its multiyear decline, reflecting ongoing investments in attendance outreach, family engagement, and early intervention strategies.

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 continue strengthening early monitoring systems and differentiated attendance interventions to reduce chronic absenteeism among student groups experiencing the greatest barriers to school attendance, specifically Foster Youth and English Learners?
- In what ways can the district enhance its ATS practices to further reduce persistent disparities for Foster Youth, American Indian students, African American students, and Students with Disabilities while maintaining safe and supportive learning environments?
- How might the district strengthen its coordinated student support systems to ensure Foster Youth are proactively identified, monitored, and provided timely interventions?

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 20,262 ADA for the current fiscal year, a 0.01 percent increase over 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 \$10.0 million in 2026-27, \$25.8 million in 2027-28, and \$23.5 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 16, 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 Hemet Unified School District’s size is 3.0 percent; however, the governing board requires the district to 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.