



**Riverside County
Board of Education**

Kim J. Cousins

Ray "Coach" Curtis

Bruce N. Dennis

Barbara Hale

Corey A. Jackson

Ben Johnson II

Elizabeth F. Romero

DATE: August 26, 2022

TO: Dr. Christi Barrett, District Superintendent
Mr. Vic Scavarda, Board President
Mr. Darrin Watters, Deputy Superintendent, Business Services
Ms. Tracy Chambers, Assistant Superintendent, Educational Services
Hemet Unified School District

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

BY: Scott Price, Ph.D.  Amanda Corridan 
Chief Business Official Chief Academic Officer
(951) 826-6790 (951) 826-6648

SUBJECT: 2022-23 LCAP and ADOPTED BUDGET – APPROVAL

The County Superintendent of Schools is required to review and approve the district's Local Control and Accountability Plan or the annual update to an existing Local Control and Accountability Plan prior to 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 2022-23 Local Control and Accountability Plan (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 Educational Services Association (CCSESA) and the California Department of Education (CDE). Based on our analysis,

the district’s Local Control and Accountability Plan for the 2022-23 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 your 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 needed to be successful in both college and career. Riverside County Office of Education conducted a review of research on K-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 tables below for all student groups.

Hemet Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2021 ¹	20,845	18,440	2,407	228	319	3,097
Enrollment Percent 2021 ¹	N/A	88.5	11.5	1.1	1.5	14.9
English Language Arts (ELA) Achievement	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#
English Language Proficiency Assessments for California (ELPAC) Summative Level 4 Percentage 2021 ²	N/A	N/A	7.9	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 ^{3†}	N/A	N/A	3.6	N/A	N/A	N/A
Graduation Rate 2021 ¹	90.5	90.5	87.0	84.0	80.2	80.1
College and Career Prepared Rate 2021	#	#	#	#	#	#
A-G Completion Rate 2021 ¹	40.8	38.9	25.5	16.0	33.0	11.6
Career Technical Education (CTE) Completion Rate 2021 ¹	27.6	26.1	20.7	16.0	13.2	23.3
Dropout Rate 2021 ³	5.6	6.0	8.6	14.3	15.7	7.2
Chronic Absenteeism Rate 2021 ³	23.3	25.0	21.4	28.4	47.9	28.4

Hemet Unified School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Suspension Rate 2021 ³	0.0	0.0	0.0	0.0	0.5	0.1
Expulsion Rate 2021 ³	0.0	0.0	0.0	0.0	0.0	0.0
¹ California School Dashboard/Dashboard Additional Report Files ² CAASPP (California Assessment of Student Performance and Progress)/ELPAC Reporting Website and Files ³ CDE Dataquest and Files † Indicator Includes Charter Schools Within the District * Data Suppressed for Student Privacy Reasons # Data Unavailable Due to CA School Dashboard Suspension Due to the COVID-19 Pandemic						

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 2021 ¹	20,845	169	167	1,819	172	13,342	71	4,252	853
Enrollment Percent 2021 ¹	N/A	0.8	0.8	8.7	0.8	64.0	0.3	20.4	4.1
English Language Arts (ELA) Achievement	#	#	#	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#	#	#	#
Graduation Rate 2021 ¹	90.5	*	90.0	78.3	100.0	92.5	*	89.6	90.9
College and Career Prepared Rate 2021	#	#	#	#	#	#	#	#	#
A-G Completion Rate 2021 ¹	40.8	*	75.0	26.7	72.2	41.0	*	41.6	43.6
Career Technical Education (CTE) Completion Rate 2021 ¹	27.6	*	15.0	18	33.3	27.4	*	31.4	29.1
Dropout Rate 2021 ³	5.6	*	10.5	8.2	0.0	4.8	*	7.2	3.5

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
Chronic Absenteeism Rate 2021 ³	23.3	34.5	10.9	36.3	10.8	22.3	30.8	20.6	26.5
Suspension Rate 2021 ³	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0
Expulsion Rate 2021 ³	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
¹ California School Dashboard/Dashboard Additional Report Files ² CAASPP/ELPAC Reporting Website and Files ³ CDE Dataquest and Files †Indicator Includes Charter Schools Within the District *Data Suppressed for Student Privacy Reasons # Data Unavailable Due to CA School Dashboard Suspension Due to the COVID-19 Pandemic									

We offer the following commendations and inquiry questions to consider for the implementation of the 2022-23 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 achieving an overall increase of 7 percent in students reading at grade level.

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 put some practices in place to systematically implement, monitor, and evaluate research-based strategies to improve mathematics outcomes for the English Learner (EL), Socioeconomically Disadvantaged (SED), and Foster Youth (FY) student groups?
- Given the feedback from educational partners regarding an intentional focus on ELs, how might the district systematically implement, monitor, and evaluate research-based strategies to improve ELA outcomes for the EL student group?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for implementing the expansion of the CTE Pathways program across more grade levels and content areas.

Additional dialogue related to the question below may support achievement of the goals and desired outcomes aligned to student access, enrollment, and success in rigorous coursework:

- What are some ways the district might further coordinate the initiatives to increase course access to Advancement Via Individual Determination (AVID), CTE Pathways, Advanced Placement (AP), and A-G courses in order to increase college and career readiness and graduation rates for all student groups?

Student Engagement and School Climate

The district is to be commended for expanding the Alternative to Suspension program implementation to all grade levels.

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

- How might the district utilize the continuous improvement process (as supported by the work with Carnegie Institute and WestEd) to refine programs and resources to decrease chronic absenteeism for the SED, FY, and EL student groups?

Monitoring Progress

It is recommended that the district utilize a process that continually assesses the progress of each planned action and its effectiveness in achieving the *Desired Outcomes* related to each goal specified in the LCAP. Identifying leading indicators for progress on goals and developing a system to monitor those indicators throughout the year is encouraged. The information received from progress monitoring can support communication with stakeholders and provide information the district will need to clearly articulate, in the *Goal Analysis* section of the plan, the effectiveness of the planned actions/services.

To access resources and tools that will support future LCAP development, please go to <https://www.rcoe.us//lcap-support>.

Fiscal Recommendations

During our review, we identified opportunities to improve data accuracy between the district's LCAP and fiscal documents. After board adoption, the district revised certain items, which had no material impact on the implementation of the district's plan.

Adopted Budget

The district's Adopted Budget was developed in the context of the Governor's 2022-23 May Revise. Subsequently, the 2022-23 State Budget was adopted, which contained significant differences from the May Revise. The district should update and revise its budget projections to reflect changes in available funding and the associated programming responses.

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) – In the 2021-22 fiscal year, districts experienced sharp drops in attendance capture rates as the result of unprecedented COVID-19 surges. The district estimates to see a rise back in its projected attendance capture rate for the current fiscal year, and therefore projects 19,670 ADA in 2022-23, or a 7.3 percent increase

from the certified 2021-22 P-2 ADA. For 2023-24 and 2024-25, the district projects no change in ADA in each fiscal 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 COLAs for LCFF funding of 9.86 percent, 5.38 percent, and 4.02 percent for the 2022-23, 2023-24, and 2024-25 fiscal years, respectively. Subsequent to the district’s Adopted Budget approval, the 2022-23 enacted State Budget included a statutory COLA of 6.56 percent with an additional 6.28 percent increase to the LCFF base grants for the current fiscal year. The enacted State Budget also included three year rolling average funded ADA into the LCFF funding formula for declining enrollment districts, which the district utilized in its Adopted Budget. We encourage the district to update its projection of available LCFF funding provided by the enacted state budget.

Unrestricted Deficit Spending – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2022-23 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$11.7 million in 2022-23, \$12.4 million in 2023-24, and \$16.1 million in 2024-25. Multi-year financial projections indicate an unrestricted General Fund operating deficit in 2022-23 primarily due to the spending down of LCAP carryover funds. 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 21, 2022, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2022-23 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 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. Additionally, existing law imposes a 10 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 percent of TK-12 Prop. 98 funding. This condition was met with the 2021-22 deposit amount, triggering the local reserve cap for the 2022-23 fiscal year. The district projects to meet the imposed 10 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 2022-23 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.

AB 2756 – Current law, as enacted through AB 2756 (Chapter 52, Statutes of 2004), requires the County Superintendent to review and consider any studies, reports, evaluations, or audits that may contain evidence a district is showing 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.