



**Riverside County
Board of Education**

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DATE: August 29, 2025

TO: Dr. Reginald Thompkins, District Superintendent
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Alvord 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.

Alvord 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	16,663	14,323	3,990	N/A	102	1,157	2,340
Enrollment Percent 2024 ¹	N/A	86	23.9	N/A	0.6	6.9	14
English Language Arts (ELA) Distance from Standard 2024 ²	-37.0	-45.5	-76.9	-107.0	-66.4	-71.5	-117.6
Mathematics Distance from Standard 2024 ²	-77.1	-86.3	-111.0	-176.4	-124.1	-108.4	-151.3
Science Distance from Standard 2024 ²	-17.7	-19.1	-25.9	-30.9	-16.2	-24.0	-30.7
English Learner Progress Indicator 2024 ²	N/A	N/A	41.7	40.5	N/A	N/A	N/A
Graduation Rate 2024 ²	92.2	92.1	87.7	88.9	70.4	85.1	79.8
College/Career Indicator Rate 2024 ²	37.9	35.2	15.4	14.0	11.1	26.2	9.8
A-G Completion Rate 2024 ²	41.8	39.0	23.0	21.6	14.8	28.2	13.9
Career Technical Education (CTE) Completion Rate 2024 ²	17.0	16.9	18.4	20.4	7.4	5.9	16.0
Chronic Absenteeism Rate 2024 ²	20.3	21.8	18.1	21.7	30.4	27.7	27.9
Suspension Rate 2024 ²	3.2	3.5	2.9	5.2	10.0	3.9	4.6
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							

Alvord 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	16,663	30	605	647	236	13,565	83	1,212	284
Enrollment Percent 2024 ¹	N/A	0.2	3.6	3.9	1.4	81.4	0.5	7.3	1.7
English Language Arts (ELA) Distance from Standard 2024 ²	-37.0	-81.5	46.5	-49.3	58.5	-44.9	-42.6	-4.6	-6.1
Mathematics Distance from Standard 2024 ²	-77.1	-115.8	27.1	-88.4	33.1	-86.2	-70.4	-46.3	-37.1
Science Distance from Standard 2024 ²	-17.7	*	0.5	-20.7	-0.5	-19.1	-16.7	-12.6	-13.6
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	92.2	*	94.4	94.5	88.0	92.5	*	89.6	87.5
College/Career Indicator Rate 2024 ²	37.9	*	72.2	30.9	72.0	34.9	*	47.2	37.5
A-G Completion Rate 2024 ²	41.8	*	75.0	43.6	72.0	38.4	*	53.6	37.5
Career Technical Education (CTE) Completion Rate 2024 ²	17.0	*	19.4	14.5	20.0	17.6	*	12.8	0.0
Chronic Absenteeism Rate 2024 ²	20.3	36.8	8.2	28.8	5.3	20.7	33.9	18.5	16.7
Suspension Rate 2024 ²	3.2	3.2	1.4	8.5	2.9	3.1	3.4	2.8	5.2
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 its focused commitment to academic excellence, demonstrated by strategic investments in data-driven instruction and early literacy and math

supports, resulting in a 6.1 percent decrease in chronic absenteeism and gains in English Language Arts performance, with Distance from Standard improving from -38.5 to -37.0.

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 reexamine systemic instructional and environmental practices to strengthen Tier I instruction, academic interventions, and progress monitoring in ways that close achievement gaps and support the success of historically underserved student groups in rigorous coursework?
- How might school-based Multi-Tiered System of Supports (MTSS) use real-time student data to not only identify learning gaps but to adapt instruction in ways that accelerate growth, especially for those consistently performing below grade level?
- How can the intentional use of student data be used to design rigorous learning experiences for Foster Youth and English Learners that not only meet these students where they are, but also accelerate learning toward grade-level expectations?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is commended for its significant strides in preparing students for postsecondary success, with a 45.08 percent Advanced Placement (AP) pass rate nearing its 50 percent target, a College/Career Indicator (CCI) “Prepared” rate that surpassed the 2027 goal ahead of schedule. The district also implements Advancement Via Individual Determination (AVID) at 15 sites, offers 16 Career Technical Education (CTE) pathways, Dual Language Immersion (DLI) sites, and International Baccalaureate (IB) and Puente programs. Additionally, high school Visual and Performing Arts (VAPA) participation surged, most notably among Foster Youth, whose enrollment jumped from 18.52 percent to 69.77 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:

- How can the district ensure that all student groups—especially Foster Youth, English Learners, Students with Disabilities, and Homeless Youth—are equitably enrolled, supported, and successful in rigorous academic pathways such as A–G, AP, IB, Dual Enrollment, and CTE programs?
- How can targeted systems be refined and developed to increase enrollment and improve success in rigorous coursework among Homeless Youth and Students with Disabilities student groups?

Student Engagement and School Climate

The district is to be commended for its reduction in the overall suspension rate, which declined from 3.7 percent to 3.2 percent, resulting in an improvement from the Orange to Green performance level on the California School Dashboard. Notably, suspension rates decreased among English Learners (by 1.0 percentage point) and Socioeconomically Disadvantaged students (by 0.5 percentage points). Additionally, the district demonstrated significant progress in reducing chronic absenteeism in grades TK–8, with a 6.1 percent decline. Enrollment in VAPA

programs also increased, reaching 53 percent at the high school level and 31.8 percent at the middle school level. Furthermore, student participation in Saturday Academy more than doubled, rising from 7.9 percent to 17.5 percent, providing additional support opportunities for students.

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 qualitative data—such as empathy interviews, parent focus groups, student voice, and survey responses—be effectively collected and analyzed to uncover root causes behind the decline in graduation rates and to inform the design of targeted, ongoing actions that improve school climate and student engagement?
- What are some efficacy measures the district can implement across initiatives and supports to specifically target and impact Foster Youth? And how will the district refine its evaluation process for targeted support programs to ensure they are effectively implemented, reliably measured, and successfully improve engagement and belonging for all students in need?

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 15,140 ADA for the current fiscal year, or a 1.1 percent decrease from the certified 2024-25 P-2 ADA. For 2026-27, the district projects a 2.6 percent decrease in ADA. For 2027-28, the district projects a 2.3 percent decrease 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 \$15.9 million in 2025-26, \$14.2 million in 2026-27, and \$10.2 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 26, 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 Alvord 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 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.