



RIVERSIDE COUNTY
OFFICE OF EDUCATION
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County Superintendent of Schools

Riverside County
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DATE: August 30, 2024
TO: Dr. Resma Byrne, District Superintendent
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Ms. Alisha Fogerty, Assistant Superintendent, Business Services
Dr. Krista Fairley, Assistant Superintendent, Educational Services
Alvord Unified School District
FROM: Edwin Gomez, Ed.D., Riverside County Superintendent of Schools
BY: Scott Price, Ph.D.  Amanda Corridan 
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SUBJECT: 2024-25 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 2024-25 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 and the California Department of

Education (CDE). Based on our analysis, the district's Local Control and Accountability Plan for the 2024-25 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	English Learner	Socioeconomically Disadvantaged	Students with Disabilities	Foster Youth	Homeless Youth
Enrollment Count 2023 ¹	17,106	4,287	14,678	2,161	102	947
Enrollment Percent 2023 ¹	N/A	25.1	85.8	12.6	0.6	5.5
English Language Arts (ELA) Distance from Standard 2023 ²	-38.5	-77.2	-46.9	-120.1	-62.8	-77.9
Mathematics Distance from Standard 2023 ²	-80.0	-112.0	-89.4	-154.1	-106.2	-118.7
English Learner Progress Indicator 2023 ²	N/A	44.1	N/A	N/A	N/A	N/A
Graduation Rate 2023 ²	94.2	91.9	93.8	83.2	78.6	87.0
A-G Completion Rate 2023 ²	43.4	22.0	40.8	10.9	7.1	21.4
Career Technical Education (CTE) Completion Rate 2023 ²	14.6	13.4	14.7	13.6	7.1	8.4
Chronic Absenteeism Rate 2023 ²	26.4	24.2	27.9	35.5	33.8	34.9
Suspension Rate 2023 ²	3.7	3.9	4.0	5.9	8.2	4.8

¹2023 California School Dashboard Downloadable Enrollment File

²2023 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 2023 ¹	17,106	32	623	645	258	13,889	88	1,299	269	
Enrollment Percent 2023 ¹	N/A	0.2	3.6	3.8	1.5	81.2	0.5	7.6	1.6	
English Language Arts (ELA) Distance from Standard 2023 ²	-38.5	-33.4	51.9	-39.9	57.0	-47.5	-68.4	-6.0	-11.0	
Mathematics Distance from Standard 2023 ²	-80.0	-79.0	20.4	-85.1	27.5	-89.6	-101.0	-48.3	-35.8	
English Learner Progress Indicator 2023 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Graduation Rate 2023 ²	94.2	*	100.0	98.0	100.0	93.6	*	94.7	100.0	
A-G Completion Rate 2023 ²	43.4	*	71.4	43.1	92.0	40.0	*	52.3	60.0	
Career Technical Education (CTE) Completion Rate 2023 ²	14.6	*	14.3	7.8	16.0	15.6	*	9.8	6.7	
Chronic Absenteeism Rate 2023 ²	26.4	35.0	10.9	30.5	8.5	27.2	53.2	24.5	24.0	
Suspension Rate 2023 ²	3.7	2.9	1.1	6.1	1.9	3.8	5.2	3.2	5.5	

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 2024-25 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 their dedication to academics with a particular emphasis on Students with Disabilities and Foster Youth through partnerships, specialized training, and the development of a comprehensive action plan. The district's focused interventions in mathematics have increased academic success and mathematics scores on the California Assessment of Student Performance and Progress (CAASPP) by 3.9 percent overall in all student groups. Additionally, in English Language Arts (ELA), they created universal screeners for grades

K-12 three times per year to collect consistent and reliable data that informs instruction to address all student needs. The district's commitment to improving outcomes for all students has also been demonstrated with their ongoing increased graduation rates for all students, and particularly amongst English Learners, Foster Youth, Homeless Youth, and Socio-Economically Disadvantaged student groups.

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 measure the effectiveness of the implemented systems of support for English Learners, specifically in ELA, mathematics, and English Language Development, using the Multi-Tiered System of Supports that includes technical assistance, professional development, coaching, and collaboration?
- How might the district leverage a systems-approach to respond to the identified data needs through the universal screeners to strengthen academic interventions across all tiers of Multi-Tiered System of Supports?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for their commitment to ensuring all students graduate college and career prepared including a significant increase in A-G course completion rate from 39.5 percent in 2022 to 46.6 percent in 2023. The district should also be commended on their expansion of Career Technical Education (CTE) course offerings to provide their unduplicated students with skills needed for post-secondary opportunities by combining academic and vocational training through project-based learning, contextualized learning labs, work-based learning, and leadership development for the students of highest need. Additionally, the district's outlined priority to increase post-secondary enrollment opportunities for all students with an intentional focus on English Learners demonstrates their K-16 commitment for college and career readiness.

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 evaluate and increase equitable access and completion of College/Career Indicator metrics for Foster Youth and Students with Disabilities?
- How might the district increase participation in rigorous academic programs including Advancement Via Individual Determination (AVID) to increase college and career preparedness and college going rates for all students?
- How might the district leverage relationships and collaboration between school counselors, administration, staff, families, and community stakeholders to continue increasing College and Career Readiness for all student groups?

Student Engagement and School Climate

The district is to be commended for an overall 5.1 percent decrease in chronic absenteeism, including drops of 4.4 percent for English Learners and 5.6 percent for Hispanic students.

Additionally, the district has maintained counselors districtwide and promoted districtwide student support. Notably, the district had a middle school dropout rate of 0.0 percent and a high school dropout rate of 2.5 percent. The district is also to be commended for increasing Parent Square communication from 80 percent to 90 percent and increasing district family engagement events. Lastly, the district increased the number and percentage of students participating in athletic programs at the comprehensive high schools.

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 a root cause analysis of the downward trend of student perception data be utilized to ensure a greater and equal sense of safety and security among student groups?
- How might the district continue to develop a progress monitoring system to determine the effectiveness of the comprehensive attendance improvement program?
- How might the district accurately measure parental engagement throughout the school year and implement intentional feedback communication based on collected data, including providing bilingual and culturally relevant feedback to the community and stakeholders? Additionally, how might the district further track qualitative and quantitative data to determine impact of parental engagement outreach, initiatives, and personnel allocation?

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 2024-25 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 2024-25 fiscal year, as well as satisfy its multi-year financial commitments.

Based on our analysis of the information submitted, we approve the district's budget, but would like to highlight the following:

Enrollment and Average Daily Attendance (ADA) – The district estimates 15,116 ADA for the current fiscal year, or a 2.6 percent decrease from the certified 2023-24 P-2 ADA. For 2025-26, the district projects a 0.2 percent decrease in ADA. For 2026-27, the district projects a 2.5 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 1.07 percent, 2.93 percent, and 3.08 percent for the 2024-25, 2025-26, and 2026-27 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2024-25 State Budget.

Unrestricted Deficit Spending – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2024-25 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$12.4 million in 2024-25, \$9.2 million in 2025-26, and \$8.5 million in 2026-27. Additionally, the district’s multi-year projections are based on ongoing expenditure reductions of approximately \$7.6 million beginning in the 2025-26 fiscal year and an additional \$2.5 million in 2026-27 fiscal year. In order for position reductions to occur in the 2025-26 fiscal year, action must be taken by March 15, 2025. 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 20, 2024, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2024-25 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 2024-25 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.