



**RIVERSIDE COUNTY
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DATE: August 25, 2021

TO: Dr. Allan J. Mucerino, District Superintendent
Ms. Lizeth Vega, Board President
Ms. Dusty Nevatt, Chief Business Officer, Business Services
Dr. Sherri Kemp, 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: 2021-22 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 2021-22 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; and
- The plan adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated pupils.

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 2021-22 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 the 2021-22 Local Control and Accountability Plan 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 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.

| Alvord Unified School District Student Groups – Program Participation Status | | | | | | |
|--|--------|---------------------------------|-----------------|--------------|----------------|----------------------------|
| Indicator | LEA | Socioeconomically Disadvantaged | English Learner | Foster Youth | Homeless Youth | Students with Disabilities |
| Enrollment Count 2020 ¹ | 18,170 | 14,477 | 5,180 | 105 | 532 | 2,192 |
| Enrollment Percentage 2020 ¹ | N/A | 79.7% | 28.5% | 0.6% | 2.9% | 12.1% |
| ELA Distance from Standard 2019 ¹ | -22.4 | -32.7 | -43.0 | -56.3 | -61.6 | -110.2 |
| Math Distance from Standard 2019 ¹ | -59.5 | -70.4 | -78.4 | -85.4 | -98.5 | -147.1 |
| English Language Progress Indicator Rate 2019 ¹ | N/A | N/A | 48.6% | N/A | N/A | N/A |
| Reclassified Fluent English Proficient Rate 2021 ^{2†} | N/A | N/A | 2.6% | N/A | N/A | N/A |
| Graduation Rate 2020 ¹ | 89.0% | 88.3% | 80.4% | 81.8% | 78.6% | 79.1% |
| College and Career Prepared Rate 2020 ¹ | 36.1% | 32.6% | 12.2% | 9.1% | 13.3% | 6.6% |
| A-G Completion Rate 2020 ² | 43.2% | 39.1% | 22.2% | 18.2% | 25.0% | 18.6% |
| CTE Completion Rate 2020 ¹ | 7.3% | 5.9% | 4.2% | 0.0% | 7.2% | 5.0% |
| Dropout Rate 2020 ² | 5.8% | 6.5% | 11.2% | 7.7% | 15.0% | 5.4% |
| Chronic Absenteeism Rate 2019 ¹ | 10.2% | 11.2% | 7.6% | 12.9% | 19.7% | 13.3% |
| Suspension Rate 2020 ² | 2.3% | 2.5% | 2.6% | 8.7% | 2.9% | 4.7% |
| Expulsion Rate 2020 ² | 0.13% | 0.14% | 0.19% | 0.00% | 0.27% | 0.04% |
| ¹ California School Dashboard Data Files ² CDE Dataquest and Files †Indicator Includes Charter Schools Within the District *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 2020 ¹ | 18,170 | 35 | 690 | 679 | 276 | 14,491 | 88 | 1,669 | 240 |
| Enrollment Percentage 2020 ¹ | N/A | 0.2% | 3.8% | 3.7% | 1.5% | 79.8% | 0.5% | 9.2% | 1.3% |
| ELA Distance from Standard 2019 ¹ | -22.4 | -21.3 | 49.1 | -19.4 | 57.5 | -31.2 | -56.9 | 5.0 | 17.7 |
| Math Distance from Standard 2019 ¹ | -59.5 | -57.2 | 33.1 | -63.6 | 23.5 | -69.7 | -63.6 | -27.9 | -17.1 |
| Graduation Rate 2020 ¹ | 89.0% | N/A | 94.2% | 94.6% | 96.2% | 87.6% | * | 94.6% | 93.5% |
| College and Career Prepared Rate 2020 ¹ | 36.1% | N/A | 76.5% | 30.9% | 61.5% | 31.8% | * | 44.6% | 60.0% |
| A-G Completion Rate 2020 ² | 43.2% | * | 84.4% | 44.4% | 77.3% | 38.4% | * | 49.6% | 60.7% |
| CTE Completion Rate 2020 ¹ | 7.3% | N/A | 17.6% | 7.3% | 15.4% | 6.1% | * | 9.2% | 16.7% |
| Dropout Rate 2020 ² | 5.8% | * | 1.4% | 1.8% | 0.0% | 6.7% | * | 3.1% | 3.3% |
| Chronic Absenteeism Rate 2019 ¹ | 10.2% | 18.9% | 1.7% | 14.3% | 5.1% | 10.3% | 23.1% | 10.8% | 10.0% |
| Suspension Rate 2020 ² | 2.3% | 2.4% | 1.2% | 4.7% | 0.0% | 2.3% | 2.1% | 2.5% | 3.1% |
| Expulsion Rate 2020 ² | 0.13% | 0.00% | 0.14% | 0.13% | 0.00% | 0.14% | 0.00% | 0.06% | 0.38% |
| ¹ California School Dashboard Data 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 2021-22 Local Control and Accountability Plan and the refinement of the plan in future years:

Student Academic Success in English Language Arts (ELA) and Mathematics

The district is to be commended for investment in district-wide tri-annual formative assessments to address learning gaps and inform academic supports, interventions, and instruction. All Alvord students and families having access to connectivity devices and distance learning platforms to engage in their comprehensive courses of study, is also to be commended.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to student achievement in ELA and mathematics:

- What might it look like to further develop the Multi-Tiered System of Supports (MTSS) framework to include implementation of data monitoring components?
- What systems might be added to further monitor and ensure rigorous, best first instruction across all disciplines in order to accelerate achievement for Foster Youth, Pacific Islander, and Students with Disabilities student groups?
- As the district continues to refine student support systems, which practices might be advantageous for learning acceleration to ensure students show increased academic growth in ELA and mathematics?
- In what ways might the district consider measuring the impact of class size reduction on ELA and mathematics performance?
- How might the district develop and monitor the effectiveness of Tier I MTSS programs and services provided by staff to ensure program fidelity, and appropriate recommendations into Tier II and III supports?

Course Access and Student Enrollment in Rigorous Coursework and Career Technical Education (CTE) Pathways

The district is to be commended for working toward addressing learning loss and removing barriers to learning. Such measures include reducing class sizes, using teacher-created assessment data in lieu of California Assessment of Student Performance and Progress (CAASPP) data to guide lesson planning and appropriate course placement, providing instructional coaches and elementary literacy/numeracy teachers for struggling students, providing mathematics and ELA interventions, identifying Gifted and Talented Education (GATE) students from underrepresented groups with third grade universal screening measures, and presenting summer school credit recovery to help high school students meet graduation requirements.

Additional dialogue related to the questions below may support achievement of the goals and desired outcomes aligned to course access and student enrollment in rigorous coursework and CTE pathways:

- How might the district further engage and prepare all students for college and career readiness?
- How can the district measure the academic impact of each of the myriad of supports provided to English Learner and Foster Youth student groups?
- How might a district-wide, systematic approach to analyzing student data drive instruction and improve student academic performance?
- How might the district's middle schools enhance alignment to elective course offerings and strengthen their partnership with their feeder high schools to increase the number of students who successfully complete UC/CSU admissions requirements, and participate in CTE pathways?

Pupil Engagement and School Climate

The district is to be commended for making progress toward implementing a systemic approach to developing a districtwide MTSS framework. Commendations are also in order for the targeted

response to graduation rate indicators by investing in specific actions for Homeless Youth (+13.8 percent) and Students with Disabilities (+8.2 percent) and providing each school site a list of students who have been experiencing chronic absenteeism so sites could offer supports and interventions to students.

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

- What might it look like to maximize coordination of all actions, services, and positions (i.e., administrators, coordinators, counselors, teachers) to impact chronic absenteeism?
- How could collaborating with neighboring districts support the redevelopment of student and family engagement initiatives?
- How might additional resources be best deployed to increase the percentage of teachers, students, and families who report feeling safe and connected to school?
- How might Social and Emotional Learning (SEL) counseling services be strengthened in order to further bolster the district's MTSS framework?
- As the district continues to refine student support systems, which virtual practices might be advantageous to continue to implement in an effort to increase school climate and connectedness?

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 2021-22 May Revise. Subsequently, the 2021-22 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) – The district estimates 16,803 ADA for the current fiscal year, or a 3.2 percent decrease from the held harmless 2020-21 P-2 ADA. For 2022-23 and 2023-24, the district projects a 1.7 percent decrease in 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 incorporates LCFF funding which includes compounded COLAs of 4.05 percent, 2.48 percent, and 3.11 percent for the 2021-22, 2022-23, and 2023-24 fiscal years, respectively. Subsequent to the district’s Adopted Budget approval, the 2021-22 enacted State Budget increased the concentration grant funding factor from 50 percent to 65 percent, which includes a provision that 15 percent of the grant must be used to increase the number of credentialed or classified staff who provide direct services to pupils. We encourage the district to update its projection of available LCFF funding provided by the enacted state budget and incorporate the stakeholder engagement process in the creation of the district’s one-time supplement to the *Annual Update* of the 2021-22 Local Control and Accountability Plan, which must be board approved on, or before, February 28, 2022.

Unrestricted Deficit Spending – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2021-22 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$2.8 million in 2021-22, \$7.0 million in 2022-23, and \$1.4 million in 2023-24. Our office strongly discourages districts from committing to additional ongoing expenditures without offsetting reductions and stresses the need to begin identifying solutions to reduce any structural deficit.

Employee Negotiations – As of the board date, June 17, 2021, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2021-22 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 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 2021-22 fiscal year. Should the district identify the need for other 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.

COVID-19 Response Funds – Both the Federal and State governments have provided substantial one-time funding to schools in response to the COVID-19 pandemic, which include specific restrictions on timing and use of the funds. The enacted budget trailer bill extended several timelines for the one-time funding, therefore developing multi-year plans on the use of these funds, as well as capturing additional detail required for federal reporting purposes, will be critical to the district’s long-term plan. We encourage districts to begin formulating a plan for these funds that incorporates Federal and State requirements and how the district will mitigate any ongoing expenditures that are planned to be supported by one-time funding.

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.