



Riverside County
Board of Education

Jamie Azpeitia-Sachs

Kim J. Cousins

Ray "Coach" Curtis

Bruce N. Dennis

Barbara Hale



Ben Johnson II

Elizabeth F. Romero

DATE: August 23, 2023

TO: Dr. Allan J. Mucerino, District Superintendent
Mr. Robert Schwandt, Board President
Ms. Alisha Fogerty, Assistant Superintendent, Business Services
Dr. Resma Byrne, 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 
Chief Business Official Chief Academic Officer
(951) 826-6790 (951) 826-6648

SUBJECT: 2023-24 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 2023-24 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 2023-24 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	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2022 ¹	17,511	14,904	4,689	90	845	2,173
Enrollment Percent 2022 ¹	N/A	85.1	26.8	0.5	4.8	12.4
English Language Arts (ELA) Distance from Standard 2022 ¹	-36.5	-45.8	-63.7	-63.6	-77.2	-116.7
Mathematics Distance from Standard 2022 ¹	-83.9	-94.0	-108.3	-117.8	-118.0	-155.6
English Learner Progress Indicator 2022 ¹	N/A	N/A	44.1	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2022 ²⁺	=	=	=	=	=	=
Graduation Rate 2022 ¹	94.3	94.1	90.1	85.7	87.1	85.0
College and Career Prepared Rate 2022	#	#	#	#	#	#
A-G Completion Rate 2022 ¹	35.4	32.8	16.6	21.4	20.2	9.3
Career Technical Education (CTE) Completion Rate 2022 ¹	13.1	13.2	12.1	7.1	6.5	11.9
Dropout Rate 2022 ²	3.9	4.1	8.9	7.7	10.7	5.3

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
A-G Completion Rate 2022 ¹	35.4	N/A	72.4	17.9	60.7	33.1	36.4	41.3	42.1
Career Technical Education (CTE) Completion Rate 2022 ¹	13.1	N/A	12.1	7.1	14.3	13.9	0.0	9.4	15.8
Dropout Rate 2022 ²	3.9	*	5.3	0.0	0.0	4.3	*	3.1	0.0
Chronic Absenteeism Rate 2022 ¹	31.5	50.0	12.1	33.1	14.1	32.8	55.4	28.5	26.2
Suspension Rate 2022 ¹	3.3	0.0	1.0	7.3	1.7	3.2	6.5	3.9	3.1
Expulsion Rate 2022 ²	0.1	0.0	0.0	0.4	0.0	0.1	0.0	0.1	0.4
¹ California School Dashboard/Dashboard Additional Report Files ² CDE Dataquest and Files † Indicator Includes Charter Schools Within the District * Data Suppressed for Student Privacy Reasons † Data Unavailable Due to California Department of Education Delay in Release # 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 2023-24 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 high graduation rates as well as its commitment to enhancing academic achievement through collaborative efforts between directors and site administrators. The district’s focus on professional development aligned with state standards, textbook alignment with the curriculum’s scope and sequence, and the creation of local assessments demonstrates its commitment to ensuring high-quality teaching and learning. The inclusion of mathematics intervention teachers at elementary and alternative high schools is also commendable.

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

- In what ways might the final stages of rebranding directly affect student achievement for Pacific Islander, Foster Youth, and Students with Disabilities student groups?

- How might the significant increase in Dual Enrollment be utilized to enhance support for the English Learner (EL) student group and their progress?
- How can the district leverage the full implementation of professional development to support teachers and students to achieve full implementation of the new mathematics instructional materials?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for several research-based commitments including Advancement Via Individual Determination (AVID), Communication Science Technology Engineering Math (CSTEM), International Baccalaureate (IB), Dual Language Immersion (DLI), Advanced Placement (AP), High Achievers (formerly GATE – Gifted and Talented Education), Career Technical Education (CTE), Cadet Corps, Free Application for Federal Student Aid (FAFSA) completion support, and closing the gap between all and unduplicated students in A-G completion in the effort to ensure 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 impact data inform effectiveness of the new Homebase Program designed to support unduplicated students in an alternative setting?
- Beyond investments in registrars' staff, how might the district promote student completion of CTE and A-G coursework?

Student Engagement and School Climate

The district is to be commended for prioritizing the emotional well-being of staff and students evidenced by dedicating staff development time to the Social and Emotional Learning (SEL) Playbook, hiring an additional Educationally Related Mental Health Services (ERMHS) counselor and Registered Behavior Technicians, and an additional Board-Certified Behavior Analyst (BCBA) to support the students districtwide.

The district is also commended for recognizing the tie between cultural relevance and student connectedness by increasing library funds allocated for acquiring culturally relevant materials and introducing culturally relevant student activities.

The district additionally deserves commendation for its proactive approach in addressing the high suspension rate, particularly among the African American student group by hiring an Alternative to Suspension teacher and implementing tiered restorative practices, along with enhancing the Visual and Performing Arts (VAPA) and athletic offerings, including after-school sports at the elementary level districtwide.

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 maximize communication to unduplicated students regarding newly created access to resources and books, specifically culturally relevant texts?

- How might the district measure the intended impact of empathy interviews, after-school sports, focus on SEL, and additional cultural relevance activities on school safety and connectedness?

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

Adopted Budget

The district's Adopted Budget was developed in the context of the Governor's 2023-24 May Revise. Subsequently, the 2023-24 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 15,425 ADA for the current fiscal year, or a 1.5 percent decrease from the certified 2022-23 P-2 ADA. For 2024-25, the district projects a 1.5 percent decrease. For 2025-26, the district projects a 0.5 percent increase. 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 8.22 percent, 3.94 percent, and 3.29 percent for the 2023-24, 2024-25, and 2025-26 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2023-24 State Budget.

Unrestricted Deficit Spending – The district's Adopted Budget indicates a positive ending balance for all funds in the 2023-24 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$0.1 million in 2023-24, \$11.2 million in 2024-25, and \$18.9 million in 2025-26. 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 22, 2023, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2023-24 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. 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 2022-23 deposit amount, triggering the local reserve cap for the 2023-24 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 2023-24 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.