



Riverside County  
Board of Education

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**DATE:** October 8, 2019

**TO:** Dr. Allan J. Mucerino, District Superintendent  
Mr. Robert Schwandt, Board President  
Mr. Ron Smiley, Interim Chief Business Officer, Business Services  
Dr. Sherri Kemp, Executive Director of Educational Services  
Alvord Unified School District

**FROM:** Judy D. White, Ed.D., Riverside County Superintendent of Schools

**BY:** Tina Daigneault *TD* Chief Business Official (951) 826-6790  
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**SUBJECT: 2019-20 LCAP – 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 2019-20 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 2019-20 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 2019-20 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 LEAs closely monitor the metrics listed in the data table below for all student groups.

Alvord Unified School District											
Indicator	District	African American	American Indian or Alaska Native	Hispanic or Latino	White	Two or more Races	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless Youth
Dashboard: Academic Indicator for English Language Arts	Orange	Orange	*	Orange	Green	Yellow	Orange	Orange	Orange	Yellow	Orange
Dashboard: Academic Indicator for Mathematics	Orange	Orange	*	Orange	Yellow	Orange	Orange	Orange	Red	Orange	Red
Dashboard: Chronic Absenteeism	Orange	Yellow	Green	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Red
Dashboard: High School Cohort Graduation	Green	Yellow	*	Green	Yellow	*	Green	Green	Red	*	Orange
Dashboard: Suspension	Orange	Orange	Green	Orange	Orange	Orange	Orange	Green	Orange	Orange	Orange
Dashboard: Prepared for College and Career	Orange	Red	*	Orange	Orange	*	Orange	Orange	Red	*	Red
Cohort A-G Completion Rate	41.1%	44.1%	*	37.6%	46.3%	47.8%	37.4%	20.6%	13.1%	0.0%	17.2%
English Learner Reclassification Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	7.4%	N/A	N/A	N/A
Cohort High School Dropout Rate	5.2%	7.5%	*	5.6%	2.6%	0.0%	5.8%	8.1%	8.5%	15.0%	21.0%
Expulsion Rate	0.31%	0.49%	0.00%	0.32%	0.30%	0.36%	0.34%	0.30%	0.32%	2.02%	0.52%

\* – To protect student privacy, data are suppressed when student population (cohort students) is 10 or less.

To access additional data information, please go to <https://www.caschooldashboard.org/>.

We offer the following commendations and inquiry questions to consider for the implementation of the 2019-20 Local Control and Accountability Plan and the refinement of the plan in future years.

### **Student Success in English Language Arts and Mathematics**

The district is to be commended for increasing academic performance for the Foster Youth student group in English language arts (ELA) and the continued focus on developing a districtwide Multi-Tiered System of Supports (MTSS) plan.

Additional dialogue related to the questions below may support the achievement of the expected annual measurable outcomes and goals aligned to student achievement in English language arts and mathematics:

- What strategies might be used to accelerate the closure of the achievement gap in ELA and mathematics?
- How might the district measure the impact of site allocations and weekly early release days on the academic achievement and engagement of low-performing student groups?
- How can the strategies implemented to support the Foster Youth student group be scaled up to positively impact other targeted student groups?
- What support processes and actions may be used to ensure the successful districtwide implementation of the MTSS plan?
- How will student needs, performance, and program effectiveness be considered if it is determined that LCAP actions need to be revised or discontinued during the school year?

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

The district is to be commended for increasing the Foster Youth student group graduation rate and continuing to support PSAT, SAT, and AP testing districtwide.

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

- How might the district close the gap in CTE pathways and A-G approved courses among student groups, particularly African American, Homeless Youth, and Students with Disabilities?
- What systems might the district consider developing to best coordinate the counseling services offered to students and the Multi-Tiered System of Supports (MTSS) program goals?
- How will student needs, performance, and program effectiveness be considered if it is determined that LCAP actions need to be revised or discontinued during the school year?

### **Pupil Engagement and School Climate**

The district is to be commended for addition of the Advancement Via Individual Determination (AVID) and Second Step curriculum for counselors to address socio-emotional competence. Also of note is the Multi-Tiered System of Supports (MTSS) Advisory Committee established to address chronic absenteeism. The district is also to be commended for their continued support of secondary and elementary AVID.

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

- How might the district measure existing attendance incentives, particularly for Students with Disabilities, Homeless Youth, Pacific Islander, Hispanic, Filipino, and Foster Youth student groups?
- How might the district monitor and routinely assess staff expertise and student growth and progress in the Social and Emotional Learning (SEL) competencies?
- How might the district address the declining graduation rates of Students with Disabilities and Homeless Youth student groups?
- In what ways will the district measure the impact of the middle school music program and additional funding for extracurricular activities, such as band and sports, on pupil engagement and school climate?
- How will student needs, performance, and program effectiveness be considered if it is determined that LCAP actions need to be revised or discontinued during the school year?

### **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 expected annual measurable outcomes related to each goal specified in the Local Control and Accountability Plan (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 *Annual Update* 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 <http://www.rcoe.us/educational-services/assessment-accountability-continuous-improvement/lcap-support/>.

### ***Fiscal Recommendations***

Supplemental and Concentration grant funding is included in the Local Control Funding Formula to increase and/or improve services to targeted student populations. Failure to provide evidence in the district's LCAP that adequately demonstrates how supplemental and concentration grant funding is being used to increase and/or improve services may result in an LCAP that cannot be approved, and may trigger technical assistance from the County Office of Education. The district should closely monitor this requirement as budget constraints are addressed and the district navigates the impacts of reductions to the budget on the LCAP.