RIVERSIDE COUNTY OFFICE OF EDUCATION
EDWIN GOMEZ, Ed.D.
County Superintendent of Schools

DATE: August 28, 2026

TO: Dr. Reginald Thompkins, District Superintendent
Ms. Georgina Ramirez, Board President
Dr. Michelle Owen, Assistant Superintendent, Business Services
Dr. Kelley Gelzleichter, 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
Associate Superintendent	Associate Superintendent
(951) 826-6790	(951) 826-6648

SUBJECT: **2026-27 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 2026-27 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 2026-27 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 2025[1]	16,466	14,156	3,876		86	1,628	2,427
Enrollment Percent 2025[1]		86.0	23.5		0.5	9.9	14.7
English Language Arts (ELA) Distance from Proficiency 2025[2]	-33.2	-41.5	-71.2	-103.2	-83.6	-68.0	-114.0
Mathematics Distance from Proficiency 2025[2]	-75.2	-84.6	-106.5	-170.7	-133.3	-104.3	-151.4
Science Points 2025[2]	48.1	46.5	40.1	34.7	39.2	42.9	35.4
English Learner Progress Indicator 2025[2]			41.4	45.7			
Graduation Rate 2025[2]	94.0	93.8	88.9	93.7	83.3	88.9	86.3
College/Career Indicator Rate 2025[2]	50.7	49.3	29.4	28.2	22.2	32.0	17.7
A-G Completion Rate 2025[2]	43.6	41.6	24.0	20.8	16.7	28.1	13.7
Career Technical Education (CTE) Completion Rate 2025[2]	21.9	22.3	22.0	29.0	16.7	10.5	20.0
Chronic Absenteeism Rate 2025[2]	19.9	21.4	16.4	20.8	23.0	27.5	26.9
Suspension Rate 2025[2]	3.0	3.2	2.9	5.3	11.7	3.9	5.2

[1]2025 California School Dashboard Downloadable Enrollment File (No LTEL Data Available)
[2]2025 California School Dashboard/Dashboard Additional Report Downloadable Data Files
Note: Blanks indicate that no public data is available for this data point.

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 2025[1]	16,466	31	599	656	230	13,388	52	1,189	320
Enrollment Percent 2025[1]		0.2	3.6	4.0	1.4	81.3	0.3	7.2	1.9
English Language Arts (ELA) Distance from Proficiency 2025[2]	-33.2	-57.8	45.4	-44.9	65.4	-40.9	-81.1	-2.0	2.1
Mathematics Distance from Proficiency 2025[2]	-75.2	-74.8	19.1	-87.7	32.0	-84.2	-122.4	-41.7	-25.7
Science Points 2025[2]	48.1		62.6	45.3	68.7	46.3	34.2	55.6	58.0
Graduation Rate 2025[2]	94.0		95.9	98.1	100.0	93.3		97.4	
College/Career Indicator Rate 2025[2]	50.7		75.5	32.7	90.9	49.1		58.6	
A-G Completion Rate 2025[2]	43.6		79.6	39.6	86.4	39.6		59.5	
Career Technical Education (CTE) Completion Rate 2025[2]	21.9		20.4	18.9	13.6	22.9		18.1	
Chronic Absenteeism Rate 2025[2]	19.9	22.7	7.9	26.2	4.1	20.5	37.5	19.3	16.7
Suspension Rate 2025[2]	3.0	3.0	1.2	6.7	1.3	2.8	1.7	3.6	4.7

[1] California School Dashboard/Dashboard Additional Report Files
[2] CDE Dataquest and Files
Note: Blanks indicate that no public data is available for this data point.

We offer the following commendations and inquiry questions to consider for the implementation of the 2026-27 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 demonstrating improvement in English language arts (ELA) achievement. Districtwide performance improved, with the Distance from Proficiency improving from -38.5 to -33.2, and 70.5 percent of students demonstrating growth in ELA. The district is also to be commended for improving academic outcomes for English Learners in both ELA and

mathematics. English Learners improved by approximately six points in ELA and nearly five points in mathematics, reflecting meaningful progress toward meeting state academic standards. These improvements demonstrate the district's continued commitment to strengthening instructional supports, targeted interventions, and learning opportunities that accelerate achievement for multilingual learners.

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

- How might the district continue to strengthen a coherent instructional system that aligns curriculum, Tier I instruction, Multi-Tiered System of Supports (MTSS), assessment, intervention, and professional learning to ensure all students have equitable access to high-quality instruction and demonstrate mastery of grade-level standards in ELA and mathematics?
- How might the district ensure its academic priorities are supported by a coherent system of professional learning that moves beyond participation to sustained implementation, ongoing coaching, and continuous improvement of instructional practices that accelerate student achievement in ELA and mathematics?
- How might the district leverage local assessment data within its instructional and MTSS framework to ensure instructional decisions, targeted interventions, and progress monitoring are consistently aligned to accelerate student mastery of grade-level standards in ELA and mathematics?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for its continued commitment to preparing students for postsecondary success, as demonstrated by significant improvements in the College/Career Indicator (CCI). The percentage of students meeting the CCI "Prepared" level increased from 33.7 percent in 2023 to 50.7 percent in 2025, reflecting meaningful progress in expanding college and career readiness opportunities across the district.

The district has strengthened access to rigorous coursework and career pathways through strategic investments in Advancement Via Individual Determination (AVID), A-G coursework, Advanced Placement (AP), International Baccalaureate (IB), the Puente Project, Dual Enrollment, and 16 Career Technical Education (CTE) pathways. Notably, English Learners, Long-Term English Learners, and Hispanic students demonstrated substantial gains in CCI outcomes, reflecting the district's continued commitment to expanding equitable access to college and career pathways for historically underserved student groups.

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 examine the alignment between rigorous coursework, instructional practices, assessment, and academic supports to ensure that students' successful completion of coursework is accompanied by mastery of grade-level standards?

- How might the district strengthen mathematics as a gateway to rigorous coursework, college and career pathways, and postsecondary success by ensuring all students have equitable access to high-quality instruction, timely intervention, and the mathematical knowledge and skills necessary to succeed in advanced learning opportunities?
- How might the district strengthen its systems for monitoring student access, participation, persistence, and success in rigorous academic coursework to ensure Foster Youth and other historically underserved student groups are equitably represented and supported throughout their college and career readiness journey?

Student Engagement and School Climate

The district is to be commended for demonstrating progress in strengthening student engagement and school climate. Between 2023 and 2025, the district reduced chronic absenteeism from 26.4 percent to 19.9 percent and improved suspension rates from 3.7 percent to 3.0 percent, reflecting the impact of Positive Behavioral Interventions and Supports (PBIS), restorative practices, counseling services, and coordinated social-emotional learning supports. Additionally, the district maintained a strong graduation rate of approximately 94 percent while expanding student engagement opportunities through AVID, athletics, Visual and Performing Arts (VAPA), student wellness, and family engagement initiatives, demonstrating a continued commitment to fostering safe, supportive, and connected learning environments.

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 build upon its success in improving attendance and school climate by strengthening a coherent system that identifies, monitors, and scales the practices that most effectively increase student engagement and belonging, particularly for Foster Youth, Students with Disabilities, and students experiencing homelessness?
- How can the district continue to leverage student voice, family engagement, and educational partner feedback to strengthen student connectedness, belonging, and engagement, while identifying and addressing the needs of student groups that continue to experience persistent opportunity gaps?
- How can the district strengthen its systems for evaluating the effectiveness of its investments in student engagement, including athletics, VAPA, and other school involvement initiatives, to identify the programs and practices that most positively impact student engagement, belonging, and California School Dashboard outcomes?

To access resources and tools that will support future LCAP development, please go to https://www.rcoe.us/services-for-districts/assessment-accountability-and-continuous-improvement/lcap-support/.

Adopted Budget

In accordance with California Education Code (EC) Section 42127, our office has completed its review of the district's 2026-27 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 2026-27 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 2026-27 May Revise. Subsequently, the 2026-27 State Budget was adopted, which contained differences from the May Revise. On August 13, 2026, the district's board approved a 45-Day Revise incorporating the enacted State Budget's impact. Our office incorporated the district's revised multi-year financial projections into our review and final determination.

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 14,710 ADA for the current fiscal year, or a 2.9 percent decrease from the certified 2025-26 P-2 ADA. For 2027-28, the district projects a 3.0 percent decrease in ADA. For 2028-29, the district projects a 4.5 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 projections include Cost-of-Living Adjustments (COLAs) for LCFF funding of 4.31 percent, 3.30 percent, and 3.09 percent for the 2026-27, 2027-28, and 2028-29 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2026-27 State Budget.

Unrestricted Deficit Spending – The district's projections indicate a positive ending balance for all funds in the 2026-27 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by $1.4 million in 2026-27 and $2.8 million in 2027-28.

Employee Negotiations – As of the board date, June 18, 2026, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2026-27 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 10.0 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 3.0 percent of TK-12 Prop. 98 funding. This condition was met with the 2025-26 deposit amount, triggering the local reserve cap for the 2026-27 fiscal year. The district's approved 45-Day Revision projects to meet the statutory 10.0 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 2026-27 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 indicate a school district is experiencing 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.