



RIVERSIDE COUNTY
OFFICE OF EDUCATION

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DATE: August 25, 2021

TO: Mr. Trevor Painton, District Superintendent
Mr. Manuel Aguirre, Board President
Mr. Keith Bacon, Chief Business Official
Dr. Michelle Wise, Assistant Superintendent, Educational Services
Romoland 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.

Romoland School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2020 ¹	4,210	2,986	557	29	203	518
Enrollment Percentage 2020 ¹	N/A	70.9%	13.2%	0.7%	4.8%	12.3%
ELA Distance from Standard 2019 ¹	-17.3	-29.6	-52.5	-64.1	-44.4	-96.7
Math Distance from Standard 2019 ¹	-43.2	-54.6	-76.4	-90.5	-72.3	-117.2
English Language Progress Indicator Rate 2019 ¹	N/A	N/A	48.2%	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 ^{2†}	N/A	N/A	9.5%	N/A	N/A	N/A
Chronic Absenteeism Rate 2019 ¹	9.9%	11.4%	10.1%	12.8%	17.7%	12.5%
Suspension Rate 2020 ²	1.5%	1.9%	1.3%	2.3%	1.7%	2.2%
Expulsion Rate 2020 ²	0.02%	0.03%	0.00%	0.00%	0.00%	0.00%
¹ California School Dashboard Data Files ² CDE Dataquest and Files [†] Indicator Includes Charter Schools Within the District *Data Suppressed for Student Privacy Reasons						

Romoland 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	4,210	12	69	235	70	2,959	16	772	77
Enrollment Percentage 2020 ¹	N/A	0.3%	1.6%	5.6%	1.7%	70.3%	0.4%	18.3%	1.8%
ELA Distance from Standard 2019 ¹	-17.3	*	28.5	-16.6	66.6	-26.3	6.3	1.7	8.9
Math Distance from Standard 2019 ¹	-43.2	*	13.5	-49.5	22.6	-52.8	-22.4	-20.1	-6.1
Chronic Absenteeism Rate 2019 ¹	9.9%	9.1%	1.4%	11.0%	5.8%	10.3%	0.0%	9.6%	6.3%
Suspension Rate 2020 ²	1.5%	0.0%	1.4%	2.7%	0.0%	1.7%	0.0%	0.8%	0.0%
Expulsion Rate 2020 ²	0.02%	0.00%	0.00%	0.00%	0.00%	0.03%	0.00%	0.00%	0.00%
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 a focus on the “the whole child” through personalized learning, best first instruction, implementation of multi-tiered system of supports in academics, attendance, and social-emotional behavior. The district is also commended for supporting ELA and mathematics performance by a commitment to 1:1 technology devices for all students, staff professional learning, mental health supports, and enrichment opportunities for students. Investment in liaisons and instructional coaches is to be commended as a commitment to comprehensive resources and support.

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

- How might the district leverage mathematics performance of Asian and Filipino student groups to inform potential growth in other student groups?
- How might successful implementation of the Units of Study and Formative Assessment be measured to determine what continued refinements may be needed?

- As the district continues to refine their support systems for students, which practices might be advantageous for learning acceleration to ensure students show increased academic growth in ELA and mathematics?
- How might the district measure the impact and intended outcomes of ELA and mathematics support provided by instructional coaches and district liaisons?

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

The district is to be commended for their significant effort in participating in extensive classroom visitations, both virtually and in-person pre-COVID closures, intended to monitor course rigor. These visits documented in digiCOACH were utilized by administrators during feedback meetings with teachers. Commendations are also in order for district teachers in implementing personalized student goal setting, data chats between the teacher and the student, the use of success criteria, flexible small group instruction, one-on-one instruction, personalized instructional materials, and office hours support to meet students' learning needs.

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:

- To what extent could the middle school both better align elective course offerings and strengthen their partnership with the feeder high school to increase the number of students who successfully complete UC/CSU admissions requirements, and participate in CTE pathways?
- How might available resources be further deployed to support the district's academic support systems?
- How could digital learning tools available for students to improve California Assessment of Student Performance and Progress (CAASPP) test scores be best utilized by teachers to improve course rigor?

Pupil Engagement and School Climate

The district is to be commended for their multi-year focus on providing 1:1 technology devices, along with corresponding professional development which led into a seamless pivot into virtual learning and then being among the first districts in the county to return to in-person learning, while having a robust multi-tiered system of supports plan.

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

- How might the district monitor the impact of the EL Leadership Academy and possibly replicate the effective outcomes for other student groups?
- How might the district's robust multi-tiered system of supports be monitored while routinely assessing staff expertise and student growth in order to ensure a successful transition to in-person instruction?
- How might the district further monitor the effectiveness of student engagement teams and school site counselors, specifically in regards to cross-collaboration strategies?
- How can the strategies implemented to decrease chronic absenteeism be scaled up to positively impact all targeted student groups?

- As the district continues to refine their support systems for students, which virtual practices might be advantageous to continue to implement in 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>.

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 4,039 ADA for the current fiscal year, or a 0.9 percent increase from the held harmless 2020-21 P-2 ADA. The district projects a 2.4 percent increase in 2022-23 and a 2.5 percent increase in 2023-24. 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 as proposed in the Governor's 2021-22 May Revision, which includes compounded COLAs of 5.07 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 \$0.7 million in 2021-22.

Employee Negotiations – As of the board date, June 22, 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 Romoland School District’s size is 3.0 percent; however the governing board requires the district maintain a 3.5 percent reserve for economic uncertainties. In light of the current fiscal environment, our office recommends districts maintain reserves higher than the minimum and commends the district’s board for this fiscally prudent practice. The district projects to meet the minimum reserve requirement, and board required reserve, 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.