



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: Mr. Trevor J. Painton, District Superintendent
Mr. Manuel Aguirre, Board President
Ms. Karen Owen, Chief Business Official, Business Services
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 
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.

Romoland School District Student Groups – Program Participation Status						
Indicator	LEA	Socioeconomically Disadvantaged	English Learner	Foster Youth	Homeless Youth	Students with Disabilities
Enrollment Count 2022 ¹	4,295	2,897	645	34	89	562
Enrollment Percent 2022 ¹	N/A	67.5	15.0	0.8	2.1	13.1
English Language Arts (ELA) Distance from Standard 2022 ¹	-38.1	-54.9	-87.3	-81.8	-61.0	-98.3
Mathematics Distance from Standard 2022 ¹	-73.8	-85.7	-109.7	-98.4	-93.6	-122.9
English Learner Progress Indicator 2022 ¹	N/A	N/A	45.2	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2022 ^{2†}	=	=	=	=	=	=
College and Career Prepared Rate 2022	#	#	#	#	#	#
Chronic Absenteeism Rate 2022 ¹	36.0	39.6	37.6	25.9	48.1	43.3
Suspension Rate 2022 ¹	3.2	3.5	3.2	1.6	2.8	3.5
Expulsion Rate 2022 ²	0.1	0.2	0.3	0.0	0.0	0.0
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						

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 2022 ¹	4,295	15	62	227	70	3,081	12	711	115
Enrollment Percent 2022 ¹	N/A	0.3	1.4	5.3	1.6	71.7	0.3	16.6	2.7
English Language Arts (ELA) Distance from Standard 2022 ¹	-38.1	-85.5	7.0	-17.5	35.4	-48.1	N/A	-14.4	-11.1
Mathematics Distance from Standard 2022 ¹	-73.8	-138.5	-34.1	-61.2	-14.0	-83.6	N/A	-44.7	-60.8
English Learner Progress Indicator 2022 ¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2022 ^{2†}	=	=	=	=	=	=	=	=	=
College and Career Prepared Rate 2022	#	#	#	#	#	#	#	#	#
Chronic Absenteeism Rate 2022 ¹	36.0	20.0	21.9	24.9	21.3	37.3	41.7	37.1	37.1
Suspension Rate 2022 ¹	3.2	11.1	1.4	4.5	1.3	2.9	0.0	4.5	3.0
Expulsion Rate 2022 ²	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.0
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 continuing to focus on “the whole child” through Multi-Tiered System of Supports (MTSS), Professional Learning Communities (PLCs), and personalized instruction. The movement towards an increase in professional development for teachers and support staff may aid in this work. Including mathematics small-group support during the day is a commendable practice to support the adoption of a new mathematics curriculum.

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 teacher feedback from administrator walkthroughs be utilized to improve personalized learning for students?
- How can the district leverage professional development or Professional Learning Community (PLC) time to effectively refine the Units of Study for science and history-social science?
- In what ways might the district measure the impact of the increase in support hours on student educational outcomes for Foster Youth, Homeless Youth, and Students with Disabilities student groups?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for a laser focus on a specific few personalized learning commitments: Universal Design for Learning (UDL) to reduce students' barriers to learning in English language arts (ELA) and mathematics at the elementary level and ELA, mathematics, history-social science, and science at the middle school level, i-Ready for diagnostics and goal setting, 1:1 devices, dedication to English Learner (EL) reclassification, and extended learning time opportunities.

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 middle school to high school grade level articulation process effectively ensure that students meet the University of California/California State University (UC/CSU) admissions requirements and successfully transition to higher education?
- How might the enriching electives offered in middle school generate awareness and cultivate interest among students to actively participate in Career Technical Education (CTE) pathways?

Student Engagement and School Climate

The district is to be commended for the holistic development and support for the mental well-being of its student body. The inclusion of Board-Certified Behavior Analyst (BCBA) training, addition of a School Resource Officer, and the addition of an assistant principal at the middle school, alongside the enhanced emphasis on parent engagement, are commendable measures aimed at promoting school safety, reducing instances of bullying, and lowering suspension rates. The expansion of student engagement opportunities, such as extending Advancement Via Individual Determination (AVID) to 6th grade, introducing music programs for 3rd-5th graders, establishing a choir at the middle school, and upgrading elementary play areas, is expected to have a positive impact on addressing chronic absenteeism.

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

- In what ways does the combined effort of increased parent engagement initiatives and the collaboration between the School Resource Officer and Foster Youth Liaison contribute to addressing the specific needs of the Foster Youth student group?
- How might the planned support and resources specifically target Students with Disabilities and Foster Youth student groups in order to enhance their academic performance, and ensure their academic success?

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 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 4,325 ADA for the current fiscal year, or a 4.5 percent increase from the certified 2022-23 P-2 ADA. For 2024-25 and 2025-26, the district projects a 1.9 percent increase 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 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. For the unrestricted General Fund, the district anticipates expenditures and uses will not exceed revenues and sources through 2025-26.

Employee Negotiations – As of the board date, June 27, 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 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 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.