



**Riverside County
Board of Education**

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DATE: August 30, 2024

TO: Mr. Trevor J. Painton, District Superintendent
Mrs. Cynthia Navarro, 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

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SUBJECT: 2024-25 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 2024-25 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 2024-25 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	English Learner	Socioeconomically Disadvantaged	Students with Disabilities	Foster Youth	Homeless Youth
Enrollment Count 2023 ¹	4,545	725	3,280	627	47	110
Enrollment Percent 2023 ¹	N/A	16.0	72.2	13.8	1.0	2.4
English Language Arts (ELA) Distance from Standard 2023 ²	-36.8	-89.2	-50.4	-101.4	-108.9	-37.4
Mathematics Distance from Standard 2023 ²	-72.9	-115.8	-84.6	-124.6	-130.0	-64.9
English Learner Progress Indicator 2023 ²	N/A	41.8	N/A	N/A	N/A	N/A
A-G Completion Rate 2023 ²	N/A	N/A	N/A	N/A	N/A	N/A
Career Technical Education (CTE) Completion Rate 2023 ²	N/A	N/A	N/A	N/A	N/A	N/A
Chronic Absenteeism Rate 2023 ²	31.5	33.5	34.2	37.6	36.9	46.5
Suspension Rate 2023 ²	5.4	4.3	6.1	7.4	7.6	7.0
¹ 2023 California School Dashboard Downloadable Enrollment File ² 2023 California School Dashboard/Dashboard Additional Report Downloadable Data Files * 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 2023 ¹	4,545	16	60	276	91	3,269	10	685	136
Enrollment Percent 2023 ¹	N/A	0.4	1.3	6.1	2.0	71.9	0.2	15.1	3.0
English Language Arts (ELA) Distance from Standard 2023 ²	-36.8	*	1.8	-30.3	45.6	-47.1	*	-7.6	-12.5
Mathematics Distance from Standard 2023 ²	-72.9	*	-35.8	-70.5	-0.7	-82.0	*	-46.5	-50.8
English Learner Progress Indicator 2023 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
A-G Completion Rate 2023 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Career Technical Education (CTE) Completion Rate 2023 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Chronic Absenteeism Rate 2023 ²	31.5	25.0	19.2	27.0	14.3	32.9	46.2	29.9	34.5
Suspension Rate 2023 ²	5.4	23.5	6.8	12.1	3.0	4.9	7.1	5.0	2.0
¹ California School Dashboard/Dashboard Additional Report 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 2024-25 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 ensuring professional development is available for all educators on implementing evidence-based literacy and math practices and Universal Design for Learning (UDL). Additional commendations include the increased reclassification rates for English Learners and the refinement of master schedules to increase instructional support for Tier 2 English language arts and mathematics.

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

- What additional metrics might be used to monitor the effectiveness of Tier I Multi-Tiered System of Supports (MTSS) academic programs and services to ensure best first instructional practices are addressed before recommendations into Tier 2 and 3 supports?
- How might the district use the data collected from classroom walkthroughs and formative assessment data to further engage in continuous improvement in mathematics?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for providing students with a variety of electives and courses at the middle school. Furthermore, the focus on training all educational stakeholders in UDL supports students' access to and success in rigorous coursework.

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 can school leadership teams enhance improvement cycles throughout the year to monitor and address student progress?
- How might the district leverage classroom walk-through data to monitor the implementation of UDL and assess its impact along with other inclusive practices on student success?
- How might the district expand the usage of existing personalized learning and technology resources to amplify access to rigorous learning experiences that accelerate college and career preparedness?

Student Engagement and School Climate

The district is to be commended for continuously refining its MTSS system to offer a more personalized and targeted experience for students. The district has enhanced campus safety resources by utilizing and expanding staff and have incorporated curriculum, counselors, and mental health therapists to support a whole-child approach.

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 further maximize the coordination of all actions, services, stakeholders, and positions (e.g., administrators, coordinators, classified staff, teachers) to further decrease chronic absenteeism?
- What role does family and community involvement play in student engagement, and how can the district strengthen these partnerships? What metrics can the district use to measure the effectiveness of these initiatives?

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

In accordance with California Education Code (EC) Section 42127, our office has completed its review of the district's 2024-25 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 2024-25 fiscal year, as well as satisfy its multi-year financial commitments.

Based on our analysis of the information submitted, we approve the district's budget, but would like to highlight the following:

Enrollment and Average Daily Attendance (ADA) – The district estimates 4,468 ADA for the current fiscal year, or a 3.0 percent increase from the certified 2023-24 P-2 ADA. For 2025-26 and for 2026-27, the district projects a 2.4 percent increase in ADA each year. 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 1.07 percent, 2.93 percent, and 3.08 percent for the 2024-25, 2025-26, and 2026-27 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2024-25 State Budget.

Unrestricted Deficit Spending – The district's Adopted Budget indicates a positive ending balance for all funds in the 2024-25 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$0.1 million in 2026-27.

Employee Negotiations – As of the board date, June 18, 2024, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2024-25 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.

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 2024-25 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.