



Riverside County
Board of Education

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DATE: September 14, 2018

TO: Mr. Trevor Painton, Interim District Superintendent
Mr. David Sperry, Board President
Ms. Carol Cole, Chief Business Official
Romoland School District

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

BY: Teresa Hyden  Chief Business Official (951) 826-6790
Cynthia Glover Woods  Chief Academic Officer (951) 826-6648

SUBJECT: 2018-19 ADOPTED BUDGET and 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 2018-19 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 2018-19 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 2018-19 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.

Romoland School District									
Metric	Year	State Average	District Average	White	African American	Hispanic	English Learner (EL)*	Low Income (LI)	Students w/ Disabilities (SWD)
% of Enrollment	2018			21.3	5.1	68.3	20.1	74.2	10.3
CAASPP – Grade 3 ELA % Met/Exceeded	2017	43.9	42.0	44.2	27.8	41.6	23.1	37.4	14.3
CAASPP – ELA % Met/Exceeded	2017	48.6	38.4	45.9	33.3	34.2	9.5	31.6	6.8
CAASPP – Math % Met/Exceeded	2017	37.6	29.2	37.0	22.1	25.4	11.7	23.6	7.2
CAASPP Distance from Level 3 – ELA	2017								
CAASPP Distance from Level 3 – Math	2017								
% Suspension ♦	2017	3.6	2.1	2.0	3.7	2.1	1.3	2.5	3.1
% Chronic Absenteeism ♦	2017	10.8	10.9	10.1	19.1	10.6	10.0	12.9	14.4
% EL Progress to English Proficiency**	2017						67.6		
CAASPP – California Assessment of Student Performance and Progress CTE – Career Technical Education EAP – Early Assessment Program ELA – English Language Arts UC – University of California									
*CAASPP Distance from Level 3 English Learner Student Group includes Four-Year Reclassified Fluent English Proficient (RFEP) students. ♦Suspension / Chronic Absenteeism - District data excludes charter schools. Statewide data includes both charters and non-charters. **% EL Progress to English Proficiency is calculated by taking the number of ELs meeting their annual growth target and dividing by the number of ELs with the required prior CELDT scores. This data represents the final year of CELDT assessment results.									

We offer the following commendations and inquiry questions to consider for the implementation of the 2018-19 Local Control and Accountability Plan and the refinement of the plan in the years 2019-20 and 2020-21.

LCAP Plan Development

The district is to be commended for effectively comparing local and county data in their narrative to describe successes in the Greatest Progress section of the *Plan Summary*. The attributions to success statements support the analysis of program as clearly outlined by the district.

Standards Met or Exceeded in English Language Arts and Mathematics

The district is to be commended for showing one of the highest gains in Riverside County in both English language arts and math and demonstrating additional gains for Students with Disabilities. The district is also to be commended for a focus on coaching and using data within professional learning communities, with an emphasis on personalization and goal setting with students. 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:

- How might the district's Multi-Tiered System of Supports (MTSS) further align resources to provide increased targeted support for students in English language arts and math focused on the assessed needs of various student groups?
- How might the district support teachers and administrators to deepen and continue the implementation of common formative assessments to accelerate student achievement in mathematics?
- What could be learned from studying the Filipino student group who rated "high" and "increased significantly" in both English language arts and math as indicated on the California Dashboard?

Course Access and Student Enrollment in Rigorous Coursework and CTE Pathways

The district is to be commended for sustaining options for middle school students, including offering the PSAT, Advanced Placement Spanish and electives at the middle school level and providing music and physical education enrichment at the elementary school level. 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 increase Advanced Placement Spanish opportunities for all students?
- How might the district provide additional career pathway exploration that aligns with the local high school district and student interests?

Pupil Engagement and School Climate

The district is to be commended for providing training and support for school counselors to address the socio-emotional and academic needs of students. In addition, the district is to be commended for their focus on a comprehensive and multi-disciplinary approach to positive behavior, digital citizenship, and bullying prevention. 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 parents, administrators, teachers, and school counselors further provide targeted supports to decrease suspension rates, which have "maintained" for all student groups and are "high" for the Students with Disabilities and African American student groups?
- What steps might the district take to analyze the types of infractions which resulted in suspensions for African American students and design a plan to address the findings?

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

During our review we identified opportunities to improve data accuracy between the district's LCAP and fiscal documents. The following technical corrections were incorporated into the district's LCAP:

- The district modified the Total Projected LCFF Revenues for LCAP year listed in the Budget Summary to correspond to the district's LCFF calculator.
- In the *Goals, Actions, and Services* section, the district added a Budgeted Expenditure Amount, Source, or Budget Reference for certain goals, actions, and services.

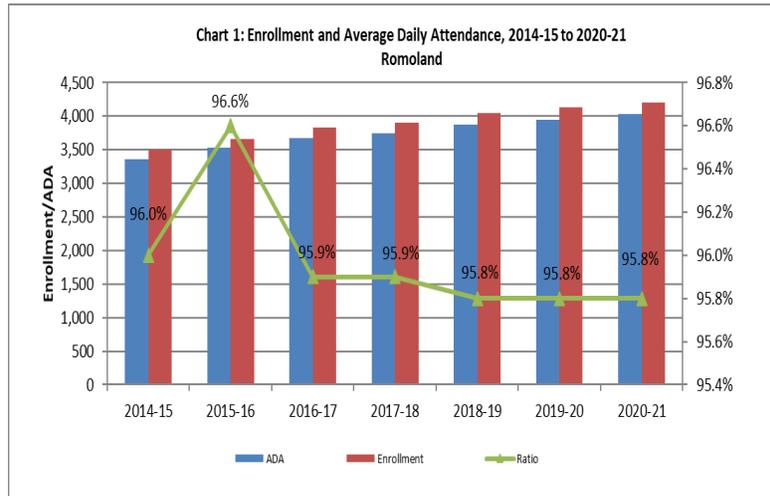
Adopted Budget

In accordance with California Education Code (EC) Section 42127, our office has completed its review of the district's 2018-19 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 2018-19 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.

Assumptions and Other Considerations

The district's Adopted Budget was developed prior to adoption of the 2018-19 Adopted State Budget. Actual state budget data should be reviewed and incorporated into the district operating budget and multi-year projections during the First Interim Reporting process.

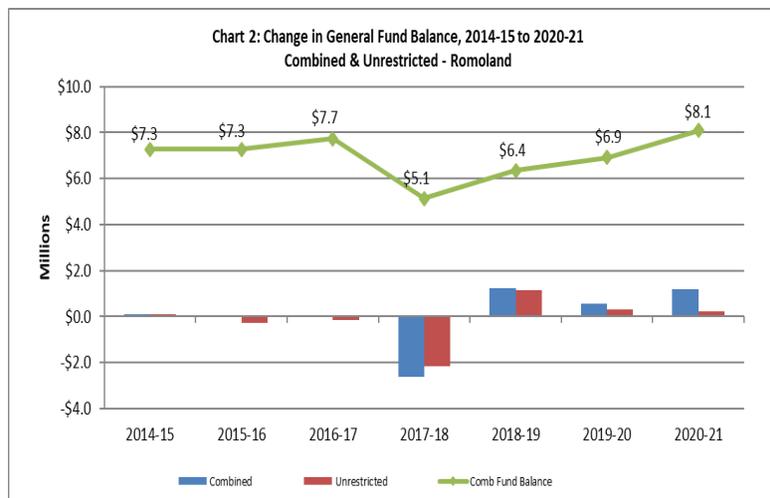
Enrollment and Average Daily Attendance (ADA) – The district's projected ADA to enrollment ratio (capture rate) for 2018-19 is 95.8 percent, which is lower than the historical average ratio for the three prior fiscal years. The district estimates 3,877 ADA for the current fiscal year, or a 3.6 percent increase from the 2017-18 P-2 ADA. For 2019-20 and 2020-21, the district projects a 2.0 percent increase in each year.



Unduplicated Pupil Percentage – The district reports an unduplicated pupil percentage of 73.85 percent for 2018-19, 74.40 percent for 2019-20, and 74.59 percent for 2020-21. The district’s unduplicated pupil percentage included in the 2017-18 P-2 certification by the California Department of Education was 74.64 percent.

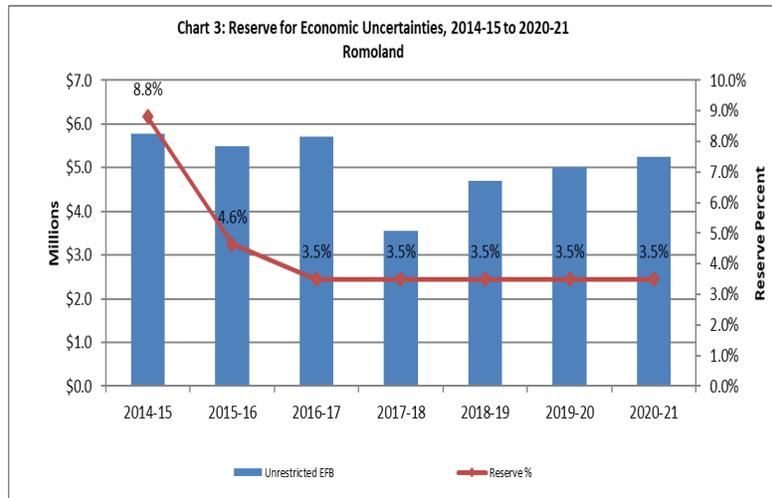
Local Control Funding Formula (LCFF) – The district has incorporated target funding as proposed in the Governor’s 2018-19 budget projections. Additionally, the district estimated COLAs of 3.00 percent, 2.57 percent, and 2.67 percent for the 2018-19, 2019-20, and 2020-21 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the Governor’s 2018-19 budget proposal.

Fund Balance – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2018-19 fiscal year. Chart 2 shows the district’s historical spending trends and projections.

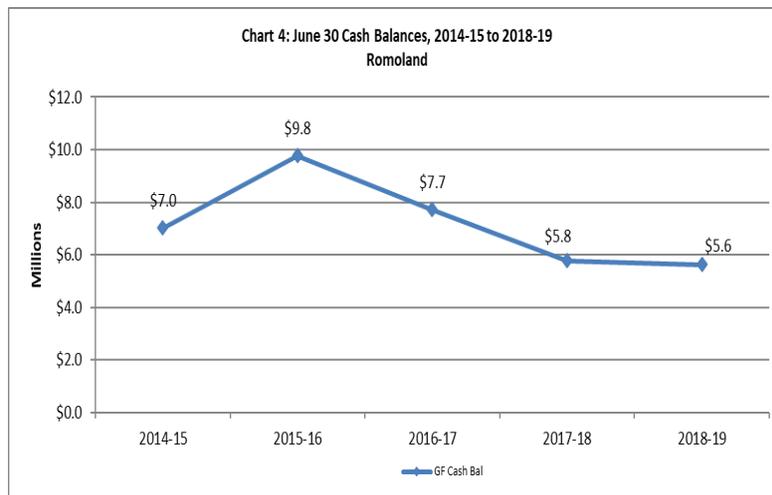


Employee Negotiations – As of the board date, June 26, 2018, the district reports salary and benefit negotiations are complete with both the certificated and classified bargaining units for the 2018-19 fiscal year. The agreements provided for a 1.0 percent increase to the district’s existing salary schedules, effective July 1, 2018.

Reserve for Economic Uncertainties – The minimum state-required reserve for a district of Romoland’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. Chart 3 displays a summary of the district’s actual and projected unrestricted General Fund balance and reserves. The district projects to meet the minimum reserve requirement in the current and subsequent fiscal years.

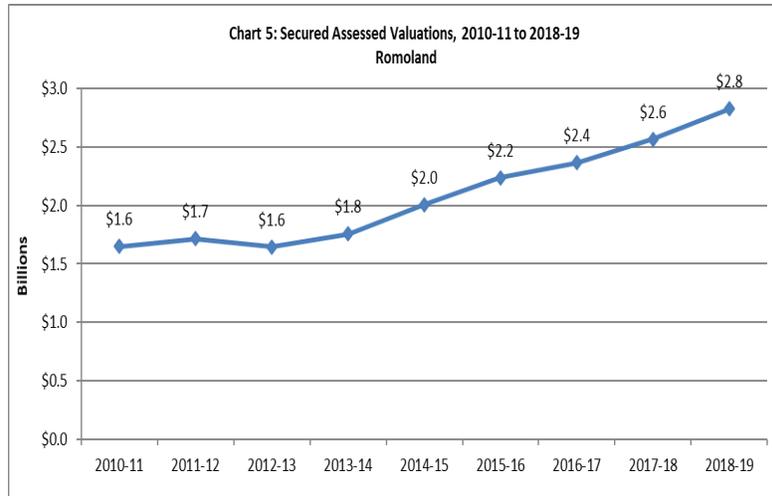


Cash Management – Chart 4 provides a historical summary of the district’s June 30th General Fund cash balance. Based on the budget’s cash flow analysis, the district projects a positive General Fund cash balance of \$5.6 million as of June 30, 2019. This balance does not include any temporary borrowings, and the district’s internal cash resources appear sufficient to address cash flow needs in the current year. Our office recommends the district continue to closely monitor cash in all funds to ensure sufficient resources are available. In addition, our office strongly advises districts to consult with legal counsel and independent auditors prior to using *Cafeteria Special Revenue Fund (Fund 13)* 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.

Assessed Valuations – The Riverside County Assessor’s Office has estimated secured assessed valuations will increase by 6.26 percent countywide in 2019-20. Chart 5 displays a historical summary of the district’s secured property tax assessed valuations.



Conclusion

As we enter a new era in California school finance, it is crucial that districts maintain prudent budget practices. Changes in State and Federal legislation, which remain uncertain, could lead to significant changes in future funding levels and compliance requirements. Additionally, there is increasing pressure for public agencies to provide additional layers of spending transparency. We encourage districts to begin assessing program contributions and reducing any structural deficits so that fiscal solvency can be preserved through changes in the operational landscape. Our office is committed to supporting districts in maintaining quality educational programs, while preserving fiscal solvency. If we can be of any further assistance, please do not hesitate to contact our office.