



Riverside County
Board of Education

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DATE: September 13, 2019

TO: Mr. Trevor Painton, District Superintendent
Mrs. Debbie Moon, Board President
Ms. Carol Cole, Chief Business Official
Ms. Michelle Wise, Assistant Superintendent, Educational Services
Romoland School District

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

BY: Tina Daigneault  Chief Business Official (951) 826-6790
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SUBJECT: 2019-20 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 2019-20 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 2019-20 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 2019-20 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											
Indicator	District	African American	Asian	Hispanic or Latino	White	Filipino	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless Youth
Dashboard: Academic Indicator for English Language Arts	Yellow	Yellow	Green	Yellow	Yellow	Green	Yellow	Orange	Orange	Orange	Yellow
Dashboard: Academic Indicator for Mathematics	Yellow	Yellow	Green	Yellow	Yellow	Blue	Yellow	Yellow	Orange	Yellow	Yellow
Dashboard: Chronic Absenteeism	Orange	Orange	Green	Yellow	Orange	Blue	Yellow	Yellow	Yellow	Yellow	Orange
Dashboard: Suspension	Green	Green	Blue	Green	Yellow	Blue	Yellow	Orange	Orange	Red	Blue
English Learner Reclassification Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25.3%	N/A	N/A	N/A
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

To access additional data information, please go to <https://www.caschooldashboard.org/>.

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

Student Success in English Language Arts and Mathematics

The district is to be commended for their continued growth in English language arts and mathematics, and their investment in content-based professional development and educator supports in these areas. The district has clearly leveraged the professional learning community philosophy and continues to provide time for educators to deepen their practice and review data. It is also commendable that 95 percent of certificated staff have been trained on the English Language Proficiency Assessments for California (ELPAC).

Additional dialogue related to the question below may support the achievement of the expected annual measurable outcomes and goals aligned to student achievement in English language arts and mathematics:

- As the district continues to refine their support systems for students, what practices might be advantageous for reclassified students in ensuring they show increased academic growth?

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

The district is to be commended for identifying specific student groups that need additional support, aligning their professional development for administrators and teachers, as well as focusing their resources and systems to address these needs. In addition, the district can be commended for creating curricular experiences that have cultural connections to students' varied backgrounds and interests while integrating technology.

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's current support system for the English Learner student group be refined in order to provide additional monitoring and support for newcomers and reclassified students in order to ensure a successful transition to high school?
- How might the district further monitor the effectiveness of site-selected programs designed to address rigorous and robust course access?

Pupil Engagement and School Climate

The district is to be commended for providing robust co-curricular and extra-curricular activities such as Science, Technology, Engineering, and Math (STEM), visual and performing arts, leadership, athletics, and involving the community.

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 the district further refine its program evaluation processes for effective targeted student outcomes?
- How might the district determine and address contributing factors for individual students not achieving district goals, particularly in the area of chronic absenteeism?

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. 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 2019-20 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 2019-20 fiscal year, as well as satisfy its multi-year financial commitments.

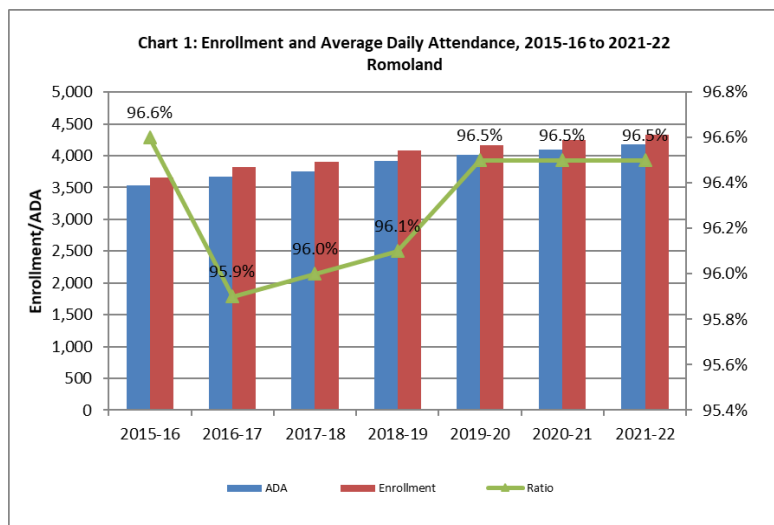
Based on our analysis of the information submitted, we approve the district’s budget, but note the following concern:

- *Operating Deficit* – Multi-year financial projections indicate an unrestricted General Fund operating deficit for the current fiscal year.

Assumptions and Other Considerations

The district’s Adopted Budget was developed prior to adoption of the 2019-20 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.

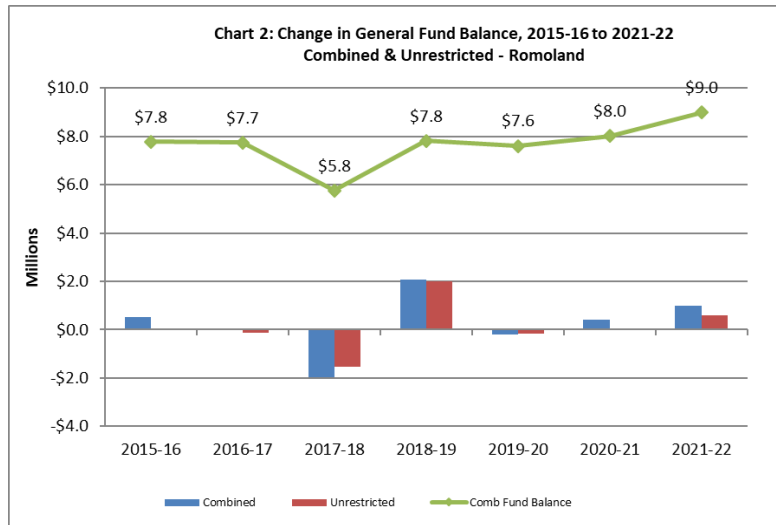
Enrollment and Average Daily Attendance (ADA) – The district’s projected ADA to enrollment ratio (capture rate) for 2019-20 is 96.5 percent, which exceeds the historical average ratio for the three prior fiscal years. The district estimates 4,015 ADA for the current fiscal year, or a 2.5 percent increase from the 2018-19 P-2 ADA. For 2020-21 and 2021-22, the district projects a 2.0 percent increase in each year.



Unduplicated Pupil Percentage – The district reports an unduplicated pupil percentage of 74.70 percent for 2019-20, 74.65 percent for 2020-21, and 74.64 percent for 2021-22. The district’s unduplicated pupil percentage included in the 2018-19 P-2 certification by the California Department of Education was 74.14 percent.

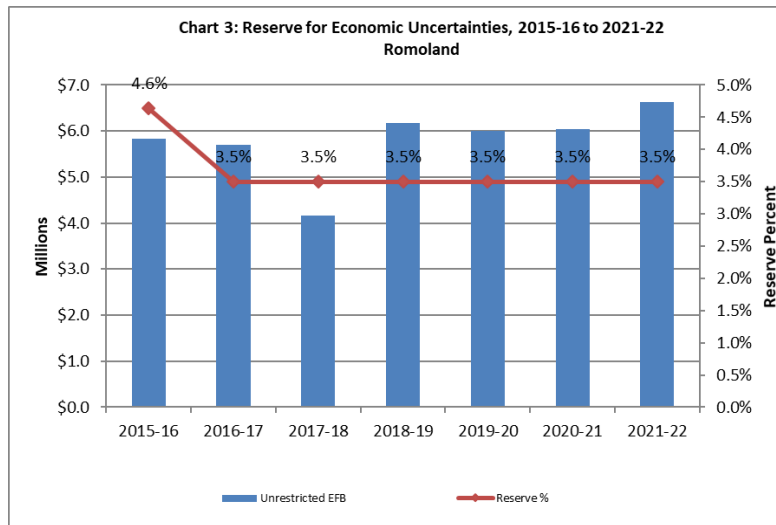
Local Control Funding Formula (LCFF) – The district has incorporated target funding as proposed in the Governor’s 2019-20 budget projections. Additionally, the district estimated COLAs of 3.26 percent, 3.00 percent, and 2.80 percent for the 2019-20, 2020-21, and 2021-22 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the Governor’s 2019-20 budget proposal.

Fund Balance – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2019-20 fiscal year. However, for the General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$0.2 million in 2019-20. Chart 2 shows the district’s historical spending trends and projections.

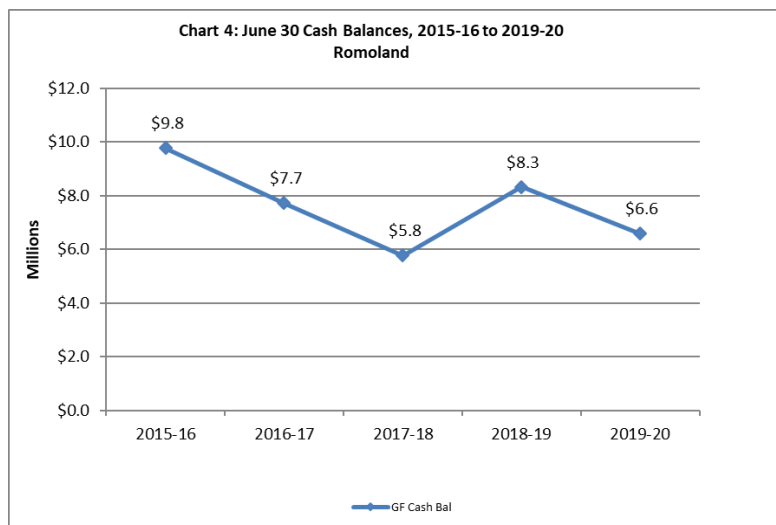


Employee Negotiations – As of the board date, June 25, 2019, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2019-20 fiscal year. Prior to entering into a written agreement, California Government Code (GC) Section 3547.5 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’s size is 3.0 percent; however the governing board requires the district maintain a 3.5 percent reserve for economic uncertainties. Our office continues to recommend 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 and the board-required 3.5 percent reserve, 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 \$6.6 million as of June 30, 2020. 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.

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.