



**Riverside County
Board of Education**

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DATE: August 26, 2022

TO: Mr. Trevor J. Painton, District Superintendent
Mr. Manuel Aguirre, Board President
Ms. Karen Owen, Chief Business Official
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: 2022-23 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 2022-23 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 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 2022-23 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 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 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 the 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 2021 ¹	4,064	2,934	498	32	256	516
Enrollment Percent 2021 ¹	N/A	72.2	12.3	0.8	6.3	12.7
English Language Arts (ELA) Achievement	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#
English Language Proficiency Assessments for California (ELPAC) Summative Level 4 Percentage 2021 ²	N/A	N/A	5.7	N/A	N/A	N/A
Reclassified Fluent English Proficient Rate 2021 ^{3†}	N/A	N/A	7.2	N/A	N/A	N/A
College and Career Prepared Rate 2021	#	#	#	#	#	#
Chronic Absenteeism Rate 2021 ³	11.9	14.4	15.4	14.0	23.6	12.4
Suspension Rate 2021 ³	0.0	0.0	0.0	0.0	0.0	0.0
Expulsion Rate 2021 ³	0.0	0.0	0.0	0.0	0.0	0.0
¹ California School Dashboard/Dashboard Additional Report Files						
² CAASPP (California Assessment of Student Performance and Progress)/ELPAC Reporting Website and Files						

³ CDE Dataquest and Files
 † Indicator Includes Charter Schools Within the District
 * Data Suppressed for Student Privacy Reasons
 # 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 2021 ¹	4,064	14	60	215	64	2,877	14	717	96
Enrollment Percent 2021 ¹	N/A	0.3	1.5	5.3	1.6	70.8	0.3	17.6	2.4
English Language Arts (ELA) Achievement	#	#	#	#	#	#	#	#	#
Mathematics Achievement	#	#	#	#	#	#	#	#	#
College and Career Prepared Rate 2021	#	#	#	#	#	#	#	#	#
Chronic Absenteeism Rate 2021 ³	11.9	28.6	1.6	10.7	2.9	12.9	0.0	9.6	13.0
Suspension Rate 2021 ³	0.0	0.0	0.0	0.0	0.0	0.0	6.7	0.0	0.0
Expulsion Rate 2021 ³	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
¹ California School Dashboard/Dashboard Additional Report Files ² CAASPP/ELPAC Reporting Website and Files ³ CDE Dataquest and Files †Indicator Includes Charter Schools Within the District *Data Suppressed for Student Privacy Reasons # 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 2022-23 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 a focus on “the whole child” through personalized learning, best first instruction utilizing Universal Design for Learning (UDL), implementation of Multi-Tiered System of Supports (MTSS) in academics, attendance, and social-emotional behavior. The district is also commended for the school counseling program at Harvest Valley Elementary

School, identified as an American School Counselor Association (ASCA) and Recognized ASCA Model Program (RAMP).

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

- How might continued cultural proficiency work support all student groups socially, emotionally, and academically?
- 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 all academic areas?
- How might the strategies (ongoing Professional Learning Communities [PLCs], student goal setting, quality best first instruction) implemented for the decline in iReady mathematics scores during the 2021-22 school year be used to support African American, 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 successful implementation of an academic Multi-Tiered System of Supports (MTSS), consistent and ongoing PLCs, personalized goal setting, quality best first instruction, and a system of assessment of and for learning, which have been utilized to promote college and career readiness.

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:

- 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 University of California/California State University (UC/CSU) admissions requirements, and participate in CTE pathways?
- How might the district utilize research-based approaches aligned with College and Career Indicators to maximize access and opportunities that leverage rigorous coursework and quality standards-based instruction?

Student Engagement and School Climate

The district is to be commended for the implementation of a Social-Emotional Behavioral MTSS that includes full-time counseling support at all schools, Positive Behavioral Interventions and Supports (PBIS) with the use of data to drive interventions, social skills guidance lessons, and bullying prevention. Also noted is the district's commitment to serving the "whole child" via personalized learning and seeking educational equity for students by eliminating barriers, providing enrichment opportunities and mental health supports, and narrowing the technology divide with 1:1 devices. A continued focus on the following opportunities for improvement are also commendable: UDL professional development and implementation, decreasing suspension rates, and preparing for Transitional Kindergarten (TK) facilities. Last but not least, the district is to be commended for continuing to seek resources and strategies to address student social-emotional behavior challenges following the pandemic.

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

- What might increased opportunities for student voice look like?
- How might research-based practices further inform decisions regarding effective personalized learning?

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>.

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 2022-23 May Revise. Subsequently, the 2022-23 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 along with updating LCAP contributing actions and services to incorporate the associated increased 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 4,188 ADA for the current fiscal year, or a 7.2 percent increase from the certified 2021-22 P-2 ADA. For 2023-24 and 2024-25, the district projects a 2.0 percent increase in ADA in 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 COLAs for LCFF funding of 9.85 percent, 5.38 percent, and 4.02 percent for the 2022-23, 2023-24, and 2024-25 fiscal years, respectively. Subsequent to the district's Adopted Budget approval, the 2022-23 enacted State Budget included a statutory COLA of 6.56 percent with an additional 6.28 percent

increase to the LCFF base grants for the current fiscal year. The enacted State Budget also included a 2021-22 ADA relief provision. We encourage the district to update its projection of available LCFF funding provided by the enacted state budget.

Unrestricted Deficit Spending – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2022-23 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$2.6 million in 2022-23 and \$0.6 million in 2023-24. Multi-year financial projections indicate an unrestricted General Fund operating deficit primarily due to the spending down of LCAP carryover funds.

Employee Negotiations – As of the board date, June 28, 2022, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2022-23 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 2021-22 deposit amount, triggering the local reserve cap for the 2022-23 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 2022-23 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.