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Riverside County
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DATE: August 29, 2025
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
BY: Scott Price, Ph.D. *SP* Amanda Corridan *AC*
Associate Superintendent Chief Academic Officer
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SUBJECT: 2025-26 LCAP and ADOPTED BUDGET – APPROVAL

The County Superintendent of Schools is required to review and approve the district's Local Control and Accountability Plan (LCAP) before 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 2025-26 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 2025-26 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 (SED)	English Learner (EL)	Long-Term English Learner (LTEL)	Foster Youth (FY)	Homeless Youth (HY)	Students with Disabilities (SWD)
Enrollment Count 2024 ¹	4,617	3,544	755	N/A	42	184	649
Enrollment Percent 2024 ¹	N/A	76.8	16.4	N/A	0.9	4.0	14.1
English Language Arts (ELA) Distance from Standard 2024 ²	-32.6	-43.5	-83.1	-140.5	-116.1	-41.8	-93.1
Mathematics Distance from Standard 2024 ²	-66.5	-76.6	-105.1	-189.8	-156.4	-81.6	-119.6
Science Distance from Standard 2024 ²	-18.2	-21.0	-29.8	-38.0	*	-17.0	-29.6
English Learner Progress Indicator 2024 ²	N/A	N/A	51.4	55.1	N/A	N/A	N/A
A-G Completion Rate 2024 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Career Technical Education (CTE) Completion Rate 2024 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Chronic Absenteeism Rate 2024 ²	22.0	24.9	21.7	27.7	32.3	32.1	26.2
Suspension Rate 2024 ²	2.6	2.8	2.8	6.7	1.4	2.3	2.8

¹2024 California School Dashboard Downloadable Enrollment File (No LTEL Data Available)
²2024 California School Dashboard/Dashboard Additional Report Downloadable Data Files
* Data Suppressed for Student Privacy Reasons

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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 2024 ¹	4,617	15	70	261	105	3,334	13	662	156
Enrollment Percent 2024 ¹	N/A	0.3	1.5	5.7	2.3	72.2	0.3	14.3	3.4
English Language Arts (ELA) Distance from Standard 2024 ²	-32.6	*	12.7	-38.5	30.2	-41.9	*	14.7	-4.8
Mathematics Distance from Standard 2024 ²	-66.5	*	-34.1	-76.1	-0.7	-75.2	*	-24.9	-35.0
Science Distance from Standard 2024 ²	-18.2	*	-15.5	-20.8	-2.2	-21.2	*	-5.9	-7.3
English Learner Progress Indicator 2024 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
A-G Completion Rate 2024 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 2024 ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Chronic Absenteeism Rate 2024 ²	22.0	13.3	5.1	23.3	10.6	22.8	21.4	15.6	24.6
Suspension Rate 2024 ²	2.6	13.3	1.3	6.6	0.0	2.5	0.0	0.7	3.0

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 2025-26 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 its notable academic growth across multiple content areas and student groups. The district has demonstrated measurable gains in English language arts (ELA) and mathematics. The district also showed progress in the English Learner Progress Indicator (ELPI), with significant gains achieved by Ethan A. Chase Middle and Romoland Elementary. This success reflects the district's strategic alignment of leadership, professional development, and resources to ensure high-quality instruction. The consistent use of data and

classroom walkthroughs to inform practice highlights a districtwide culture of continuous improvement.

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

- How might the district strategically leverage multiple sources of data to more effectively monitor academic progress and uncover systemic barriers—whether structural, instructional, or cultural—that hinder the success of Long-Term English Learners, Foster Youth, Homeless students, and Students with Disabilities, particularly in ELA and mathematics?
- In what ways can successful practices from schools showing the most growth be adapted and scaled across the district, and how might the design, delivery, and monitoring of academic interventions be reimaged to ensure not only participation but measurable, accelerated progress for those furthest from opportunity?
- How might the systems used to improve outcomes for English Learners be refined or expanded to accelerate achievement for other identified student groups?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is to be commended for implementing a five-year Universal Design for Learning (UDL) plan anchored by model “Romo-Classrooms,” student goal-setting notebooks, and inclusive master scheduling to ensure academic access for all students. The district’s Multi-Tiered System of Supports (MTSS) framework includes additional small-group supports in ELA and mathematics across all schools, enhanced by strategic staffing and scheduling. Expansion of Advancement Via Individual Determination (AVID), Advanced Placement (AP) Spanish, Spanish 2, and new college, career, and creative electives further reflect a focus on student access and success.

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 district elevate student voice to co-design what rigorous learning experiences should look and feel like in middle school?
- Given the goal of the district’s personalized learning, how might students’ sense of belonging or identity shape their willingness to enroll in or persist through rigorous academic pathways?

Student Engagement and School Climate

The district is to be commended for its strides in improving student outcomes, including a reduction in chronic absenteeism and a drop in suspension rates, with all student groups moving out of the Red performance level. Targeted interventions supported meaningful gains for English Learners, Students with Disabilities, and Homeless Youth. African American suspension rates experienced a notable decrease. Additionally, student connectedness improved, with data showing increased feelings of support and belonging among 5th and 7th graders, informed by the district’s intentional efforts to build home-school connections and the

increase in mental health services. These achievements reflect the district's commitment to equity, social-emotional learning, and positive school culture.

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

- As the district works to reduce chronic absenteeism and improve climate indicators, what deeper stories lie within students' attendance and behavior data, especially for historically underserved groups, and how might it inform next steps?
- To what extent are current discipline systems aligned with restorative practices, and how might the district expand proactive, culturally responsive strategies that support emotional wellness and foster inclusive, student-centered school climates across all campuses?

To access resources and tools that will support future LCAP development, please go to <https://www.rcoe.us/lcap-support>.

Adopted Budget

In accordance with California Education Code (EC) Section 42127, our office has completed its review of the district's 2025-26 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 2025-26 fiscal year, as well as satisfy its multi-year financial commitments.

The district's Adopted Budget was developed in the context of the Governor's 2025-26 May Revise. Subsequently, the 2025-26 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 4,619 ADA for the current fiscal year, or a 3.5 percent increase from the certified 2024-25 P-2 ADA. For 2026-27 and 2027-28, the district projects a 3.0 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 2.30 percent, 3.02 percent, and 3.42 percent for the 2025-26, 2026-27, and 2027-28 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2025-26 State Budget.

Unrestricted Deficit Spending – The district's Adopted Budget indicates a positive ending balance for all funds in the 2025-26 fiscal year. However, for the unrestricted General Fund, the

district anticipates expenditures and uses will exceed revenues and sources by \$1.6 million in 2025-26 and \$0.4 million in 2026-27.

Employee Negotiations – As of the board date, June 17, 2025, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2025-26 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 2025-26 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.

Fiscal Distress Documentation – Education Code Section 42127.6 requires the County Superintendent of Schools to review and consider any studies, reports, evaluations, or audits that may indicate a school district is experiencing 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.