



**Riverside County
Board of Education**

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DATE: August 28, 2026

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

BY: Scott Price, Ph.D.  Amanda Corridan 
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SUBJECT: 2026-27 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 2026-27 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 2026-27 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 2025 ¹	4,800	3,599	745		38	154	706
Enrollment Percent 2025 ¹		75.0	15.5		0.8	3.2	14.7
English Language Arts (ELA) Distance from Proficiency 2025 ²	-27.1	-37.9	-67.4	-124.2	-135.9	-58.5	-86.1
Mathematics Distance from Proficiency 2025 ²	-66.2	-75.8	-98.2	-175.8	-165.3	-85.6	-116.8
Science Points 2025 ²	46.5	44.4	39.0	29.2		40.4	36.4
English Learner Progress Indicator 2025 ²			49.2	60.9			
A-G Completion Rate 2025 ²							
Career Technical Education (CTE) Completion Rate 2025 ²							
Chronic Absenteeism Rate 2025 ²	22.1	25.4	22.1	27.6	34.0	39.3	26.1
Suspension Rate 2025 ²	2.3	2.3	2.2	8.2	5.4	2.1	3.5

¹2025 California School Dashboard Downloadable Enrollment File (No LTEL Data Available)

²2025 California School Dashboard/Dashboard Additional Report Downloadable Data Files

Note: Blanks indicate that no public data is available for this data point.

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 2025 ¹	4,800	13	85	283	118	3,430	17	6	175
Enrollment Percent 2025 ¹		0.3	1.8	5.9	2.5	71.5	0.4	0.1	3.6
English Language Arts (ELA) Distance from Proficiency 2025 ²	-27.1		31.2	-32.2	51.9	-36.5			-7.3
Mathematics Distance from Proficiency 2025 ²	-66.2		-9.0	-83.2	9.2	-74.9	-60.3		-45.3
Science Points 2025 ²	46.5		53.3	41.9	58.1	44.9			49.8
A-G Completion Rate 2025 ²									
Career Technical Education (CTE) Completion Rate 2025 ²									
Chronic Absenteeism Rate 2025 ²	22.1	15.4	6.8	18.8	11.8	23.4	31.8		20.6
Suspension Rate 2025 ²	2.3	14.3	1.1	6.7	0.7	1.9	4.5	9.1	2.2
¹ California School Dashboard/Dashboard Additional Report Files ² CDE Dataquest and Files Note: Blanks indicate that no public data is available for this data point.									

We offer the following commendations and inquiry questions to consider for the implementation of the 2026-27 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 implementing differentiated instructional pathways, tiered academic interventions, and student goal-setting practices across its schools. The consistent use of these instructional structures reflects the district’s ongoing efforts to strengthen instructional practices and respond to the diverse academic needs of its students. Additionally, the district is commended for the academic growth demonstrated by Long-Term English Learners in both English language arts (ELA) and mathematics. Despite continued challenges related to chronic absenteeism, Long-Term English Learners showed meaningful improvement in academic performance, suggesting that the district’s instructional systems, targeted language

supports, and personalized learning strategies are contributing to stronger academic outcomes for this student group.

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

- How might the district leverage the instructional practices contributing to continued improvement of LTELs in ELA to accelerate mathematics achievement, particularly for student groups that are consistently underperforming, such as Foster Youth and Students with Disabilities?
- As the district continues to strengthen its personalized learning framework through Universal Design for Learning (UDL), Academic Multi-Tiered System of Supports (MTSS), and instructional coaching, how will it determine which instructional practices are having the greatest impact on accelerating achievement for Long-Term English Learners, Students with Disabilities, Foster Youth, and Homeless students, and how will those successful practices be refined and scaled across all schools?

Student Access, Enrollment, and Success in Rigorous Coursework

The district is commended for its intentional investment in expanding rigorous and enriching learning opportunities through personalized learning, UDL, Science, Technology, Engineering, and Mathematics (STEM), Advancement Via Individual Determination (AVID), Visual and Performing Arts (VAPA), world languages, and Dual Language Immersion (DLI).

Furthermore, the district is commended for providing students with individualized learning options in an alternative school setting to develop the knowledge and skills needed for academic success and college and career readiness. This reflects the district's commitment to building strong academic foundations by developing the knowledge, skills, and learning experiences that position students for success in rigorous learning opportunities as they transition to high school.

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 strengthen its systems for monitoring and evaluating equitable access to rigorous learning opportunities and broad educational experiences for students who are academically underperforming, particularly English Learners, Foster Youth, and Students with Disabilities, to ensure they are well prepared for success in high school, college, and career?
- In what ways might the district use disaggregated participation and outcome data to identify and address possible barriers to enrollment, persistence, and success in rigorous academic pathways, particularly for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities?

Student Engagement and School Climate

The district is to be commended for allocating resources to update school libraries and providing students with access to culturally relevant literature that further complements the instructional focus in the classroom. Furthermore, the district is commended for its continued commitment to providing updated instructional technology resources and staff support to promote high-quality teaching and learning. By strengthening both instructional resources and educator capacity, these efforts create the conditions for high-quality teaching and meaningful learning experiences that support the success of all students.

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 leverage additional student perception data across multiple grade levels to deepen its understanding of student belonging, chronic absenteeism, suspensions, and school climate to inform continuous improvement efforts?
- As the district continues implementing multiple initiatives to support student engagement and school climate, how will it determine which coordinated actions are producing the greatest impact on students' attendance, belonging, behavior, and overall engagement, and how will that evidence guide future refinement of districtwide systems?
- How might the district systematically incorporate student and interest holder voices alongside academic, attendance, and classroom evidence to better understand the experiences of student groups who continue to be chronically absent, and how might the district use those findings to refine MTSS to best support those student groups?

To access resources and tools that will support future LCAP development, please go to <https://www.rcoe.us/services-for-districts/assessment-accountability-and-continuous-improvement/lcap-support/>.

Adopted Budget

In accordance with California Education Code (EC) Section 42127, our office has completed its review of the district's 2026-27 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 2026-27 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 2026-27 May Revise. Subsequently, the 2026-27 State Budget was adopted, which contained differences from the May Revise. On August 13, 2026, the district's board approved a 45-Day Revise incorporating the enacted State Budget's impact. Our office incorporated the district's revised multi-year financial projection into our review and final determination.

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 4,911 ADA for the current fiscal year, or a 1.3 percent increase from the certified 2025-26 P-2 ADA. For 2027-28 and 2028-29, 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 4.31 percent, 3.30 percent, and 3.09 percent for the 2026-27, 2027-28, and 2028-29 fiscal years, respectively. Our office recommends a contingency plan should LCFF funding not materialize as projected in the 2026-27 State Budget.

Unrestricted Deficit Spending – The district’s Adopted Budget indicates a positive ending balance for all funds in the 2026-27 fiscal year. However, for the unrestricted General Fund, the district anticipates expenditures and uses will exceed revenues and sources by \$395,879 in 2026-27, \$54,867 in 2027-28, and \$44,266 in 2028-29. Our office strongly discourages districts from committing to additional ongoing expenditures without offsetting reductions and stresses the need to continue identifying solutions to reduce any potential structural deficit.

Employee Negotiations – As of the board date, June 16, 2026, the district reports salary and benefit negotiations continue with both the certificated and classified bargaining units for the 2026-27 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 the board-required reserve in the current and two subsequent fiscal years. Additionally, existing law imposes a 10.0 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 3.0 percent of TK-12 Prop. 98 funding. This condition was met with the 2025-26 deposit amount, triggering the local reserve cap for the 2026-27 fiscal year. The district’s approved 45-Day Revision projects to meet the statutory 10.0 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 2026-27 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.