

# Romoland School District

## Romoland Elementary

### 2021-2022 School Accountability Report Card

#### SCHOOL ADMINISTRATION

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#### SCHOOL INFORMATION

33672316032791  
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(951) 928-2910

<https://www.romoland.net/Domain/12>

#### SUPERINTENDENT

Trevor Painton  
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#### DISTRICT INFORMATION

Romoland School District  
25900 Leon Rd  
Homeland, CA 92548  
(951) 926-9244

#### BOARD OF EDUCATION

Manuel Aguirre  
Christopher Clark  
Cynthia Navarro  
Cinda Sarian  
David Sperry

#### DISTRICT ADMINISTRATION

Trevor Painton  
Superintendent  
Michelle Wise, Ph.D.  
Assistant Superintendent  
Karen Owen  
Chief Business Official  
Mr. John Murray  
Chief Personnel Officer  
Vince Butler  
Chief Technology Officer

#### SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

#### DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



## DISTRICT STATEMENTS

### SUPERINTENDENT'S MESSAGE

The School Accountability Report Card provides parents and the community important information regarding Romoland School District's instructional programs and materials, academic achievement, facilities, and staff. This information is presented each year in individual reports prepared by each school.

The Romoland School District Mission Statement calls upon each of us to serve, challenge, and inspire "all students to achieve academic excellence, build character, and pursue lifelong learning." Romoland School District continues its commitment to this mission, preparing students for the rigor of high school academics and beyond. We are diligent in our efforts to build upon the strengths inherent in every student while supporting individual learning needs so that all students may reach new heights.

The district recognizes in today's challenging economy that we must maintain fiscal solvency and work with our community partners in order to provide rigorous, well rounded academic learning opportunities to students in quality, equitable school facilities. These are our Romoland School District goals; and we are pleased to partner with the community to serve, challenge, and inspire the future.

### MISSION STATEMENT

Romoland School District serves, challenges, and inspires all students to achieve academic excellence, build character, and pursue lifelong learning.

### VISION STATEMENT

Through fiscal solvency, Romoland School District will offer our students a rich and rigorous academic foundation.

### CORE VALUES

We provide each student with knowledge and experience to become a capable, responsible citizen in a diverse society.

We celebrate each other's achievements, support each other through collaboration, and hold each other accountable.

We act with personal integrity and treat everyone with fairness, equality, and dignity.

We collaborate with the community in a courteous and professional manner.

We maintain clean, functional, and safe campuses that promote a sense of pride.

### GOALS

Romoland School District is committed to educational equity by prioritizing a whole-child focus with the following goals:

Goal #1: Provide students with a rigorous and enriched academic foundation focused on personalized learning to meet the demands of college and career readiness

Goal #2: Provide safe, engaging, and enriched learning environments that support the culturally diverse, social-emotional, and physical development needs of each and every student

Goal #3: Provide physically safe and well-maintained facilities that support the health and safety of all students

Goal #4: Maintain fiscal solvency

### SCHOOL PROFILE

Romoland School District is located in Menifee, California, a city in Riverside County. The District currently serves approximately 4,600 students and consists of a preschool program, four elementary schools, one middle school, and one K-8 school.

### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	46.9
Male	53.1
Non-Binary	
American Indian or Alaska Native	0.6
Asian	0.6
Black or African American	4.3
Filipino	0.2
Hispanic or Latino	87.9
Native Hawaiian or Pacific Islander	0.2
White	5
Two or More Races	1.3
EL Students	28
Foster Youth	0.7
Homeless	1.3
Military	
Socioeconomically Disadvantaged	83.9
Migrant Education	
Students with Disabilities	20.6

## ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	108
1st	70
2nd	80
3rd	76
4th	110
5th	91
6th	0
Total	535

## CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.7	83.2	172.6	94.5	228,366.1	83.1
Intern Credential Holders Properly Assigned	2.0	6.7	3.0	1.6	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	6.7	4.8	2.6	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	0.2	0.1	12,115.8	4.4
Unknown	1.0	3.4	2.0	1.1	18,854.3	6.9
Total Teaching Positions	29.7	100.0	182.7	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	1.0	N/A
Misassignments	1.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	2.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	0.0	N/A
Total Out-of-Field Teachers	0.0	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.3	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.5	N/A

#### FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	11/10/2022
Data Collected:	November 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	Classroom 12, Classroom 13: Replace ceiling tile. Classroom 53: Missing ceiling tile. Staff Lounge: Ceiling tile needs to be replaced.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	Multipurpose Room, Staff Lounge: Wall plate missing. Classroom 1: One light out. Classroom 44: Two lights out.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Classroom 11, Classroom 45: Faucet leaking.
SAFETY: Fire Safety, Hazardous Materials	Good	Classroom 3: Remove some artwork. Classroom 55: Remove 3D artwork.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Classroom 9: Door lock needs to be adjusted. Classroom 54: Inspect door lock.

#### SCHOOL FACILITIES

Romoland School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1952 and sit on 13 acres of land. A site remodel was completed in 2018. School buildings span 50,000 square feet and consist of 17 permanent and 23 portable classrooms. The campus also features a wide array of

recreational and sports areas, including a soccer field, a baseball diamond, a football field, and basketball courts. The facility strongly supports teaching and learning through its ample classroom and playground space.

#### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. Romoland School has two full-time custodians to provide janitorial and maintenance services on campus. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### INSTRUCTIONAL MATERIALS

Romoland Elementary School District held a public hearing on September 26, 2022 and determined that each school within the district had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

#### TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5th / Course: Reading & Language Arts / Publisher: McGraw-Hill / Adopted: 2017	Yes	0.00%
	Grades: K-5th / Course: Language Arts Interventions / Publisher: McGraw-Hill / Adopted: 2017	Yes	0.00%
	Grades: K-5th / Course: ELD / Publisher: McGraw-Hill / Adopted: 2017	Yes	0.00%
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: Houghton Mifflin Harcourt / Adopted: 2022	Yes	0.00%
	Grades: 4th-5th / Course: Math Interventions / Publisher: Houghton Mifflin Harcourt / Adopted: 2022	Yes	0.00%
History / Social Science	Grades: K-5th / Course: Social Science & History / Publisher: Houghton Mifflin / Adopted: 2007	Yes	0.00%
Science	Grades: K-5th / Course: Science / Publisher: Houghton Mifflin / Adopted: 2007	Yes	0.00%
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

#### PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

#### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

# ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	34	37	47
Mathematics (Grades 3-8 and 11)	25	23	33
Science (Grades 5, 8, and 10)	16	17	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	290	282	97.24	2.76	34.04
Male	151	145	96.03	3.97	35.86
Female	139	137	98.56	1.44	32.12
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	17	89.47	10.53	47.06
Filipino	--	--	--	--	--
Hispanic or Latino	241	236	97.93	2.07	29.66
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	20	20	100.00	0.00	65.00
Two or More Races	--	--	--	--	--
EL Students	68	66	97.06	2.94	9.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	235	230	97.87	2.13	30.43
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	77	74	96.10	3.90	20.27

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	291	287	98.63	1.37	25.09
Male	151	147	97.35	2.65	27.89
Female	140	140	100.00	0.00	22.14
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	18	94.74	5.26	5.56
Filipino	--	--	--	--	--
Hispanic or Latino	241	239	99.17	0.83	23.01
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	21	21	100.00	0.00	52.38
Two or More Races	--	--	--	--	--
EL Students	68	67	98.53	1.47	14.93
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	236	234	99.15	0.85	21.37
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	77	75	97.40	2.60	10.67

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	90	88	97.78	2.22	15.91
Male	49	48	97.96	2.04	18.75
Female	41	40	97.56	2.44	12.50
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	77	76	98.70	1.30	13.16
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	16	16	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	77	75	97.40	2.60	13.33
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	22	22	100.00	0.00	9.09

## PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pfi/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	97	97	97	97	97

## PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

## CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	616	575	224	39
Female	287	273	109	39.9
Male	329	302	115	38.1
Non-Binary				
American Indian or Alaska Native	3	3	0	0
Asian	3	3	0	0
Black or African American	27	26	6	23.1
Filipino	1	1	0	0
Hispanic or Latino	538	502	204	40.6
Native Hawaiian or Pacific Islander	1	1	0	0
White	35	31	12	38.7
Two or More Races	8	8	2	25
EL Students	175	164	57	34.8
Foster Youth	7	5	3	60
Homeless	10	9	4	44.4
Military				
Socioeconomically Disadvantaged	519	487	197	40.5
Migrant Education	0	0	0	0
Students with Disabilities	140	133	62	46.6

## PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

## PARENT INVOLVEMENT

Parents and community members assist in the support of the educational process through participation in school events, activities, and leadership. At Romoland Elementary School, parents may get involved through the School Site Council, the English Learners Advisory Committee (ELAC), volunteering in the classroom, Coffee with the Principal, Family Nights, and special events. Our School Site Council consists of ten members: five parents and five staff members. Its purpose is to develop and monitor our school plan and the monies associated with that plan. The school also hosts Parent Institute for Quality Education (PIQE) courses for parents.



#### SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### SCHOOL SAFETY

The safety of students and staff is a primary concern of Romoland School District.

Many people visit the school campus to volunteer in the classroom and participate in school events. Parents/guardians and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents/guardians, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted monthly and earthquake/disaster drills are conducted quarterly during the school year.

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in November 2022. An updated copy of the plan is available to the public at the school office.

#### SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020–2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0	0	0.81	0	0	0
District	1.5	0.05	3.2	0.02	0	0.13
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0.81	0
Female	0	0
Male	1.52	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.56	0
Native Hawaiian or Pacific Islander	0	0
White	2.86	0
Two or More Races	0	0
EL Students	0.57	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0.77	0
Migrant Education	0	0
Students with Disabilities	0.71	0

#### OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Romoland, Sun City, and other Riverside County libraries, which contain numerous computer workstations.

#### PROFESSIONAL DEVELOPMENT

The district has a districtwide professional learning plan to ensure that all staff have access to ongoing and timely professional learning. Every year, the district provides professional development opportunities for all staff. Classified and certificated staff members are offered a broad-based variety of professional growth opportunities in technology tools, curriculum development, and instructional strategies during these professional development sessions. All schools develop a professional learning plan to meet the needs of their individual school site and school initiatives. Each Wednesday is designated as a modified day throughout the school year. These days are used for professional development in site-specific areas of need and teacher/grade level data analysis and lesson design. In addition to district scheduled professional development opportunities, classified and certificated staff members build skills through participation in conferences and workshops. Additionally, each site has a dedicated instructional coach to further assist with the individualized and collective professional learning needs of the staff at each site.

#### PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

#### ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	1 : 535

#### AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

#### COUNSELING AND SUPPORT SERVICES

It is the goal of Romoland Elementary School to assist students in their social and personal development as well as academics. The District provides special attention to students who experience achievement needs, difficulty coping with personal and family issues, trouble with decision-making, or handling peer pressure. The principal coordinates the counseling and support services at Romoland School. The school uses a multi-tiered system of support (MTSS) approach that included opportunities for all students to receive counseling and therapy as needed.

Romoland Elementary School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

#### CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

\*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	25	13	14		4	7	4	2				
1st	26	20	20		3	2	3	1	1			
2nd	23	13	25		6		3		3			
3rd	22	20	18		2	1	3	2	3			
4th	24	17	22		3	2	3	1	3			
5th	25	16	29		3		3	2	3			
6th												
Other	7	10	11	8	6	3						

#### DISTRICT REVENUE SOURCES

In addition to general state funding, Romoland School District received state and federal funding for the following categorical, special education and support programs:

- Local Control Funding Formula
- Title I
- Title II
- Title III (Immigrant and EL)
- Special Education
- Head Start and Early Head Start
- After School Education and Safety
- MediCal
- California Clean Energy
- Lottery (Instructional materials)
- TUPE

#### SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 11,233
School: From Supplemental/Restricted Sources	\$ 5,002
School: From Basic/Unrestricted Sources	\$ 6,232
District: From Basic/Unrestricted Sources	\$ 7,505
Percentage of Variation between School & District	-16.96 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-5.49 %

#### TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 53,258	\$ 51,591
Mid-Range Teachers	\$ 86,887	\$ 79,620
Highest Teachers	\$ 112,070	\$ 104,866
Elementary School Principals	\$ 132,946	\$ 131,473
Middle School Principals	\$ 137,733	\$ 135,064
High School Principals	\$ 0	\$ 137,679
Superintendent	\$ 213,301	\$ 205,661
Teacher Salaries	36 %	33 %
Administrative Salaries	6 %	6 %

#### SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	\$ 89,595
District	\$ 90,139
Percentage of Variation between School & District	-0.6 %
All Similar School Districts	\$ 84,612
Percentage of Variation between School & State	5.89 %