

Romoland School District

2018-19 District Accountability Report Card

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Romoland School District

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2019-20 Board of Trustees

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District Administration

Trevor Painton,
Superintendent
tpainton@romoland.net

Superintendent's Message

Each 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 every 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

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

Provide a well-rounded, rigorous academic program

Maintain fiscal solvency

Maximize resources and work with community partners to expand programs and create equitable facilities

Community & School Profile

The Romoland School District schools serve the students of Homeland, Romoland, and Menifee, cities in Riverside County, California. The district currently consists of four elementary schools and one middle school, serving about 4,200 students in grades transitional kindergarten through eight.

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).



School Attendance & Enrollment

School districts receive financial support from the State for the education of the students they serve based on how many students attend each day. More importantly, attendance is a necessary part of the learning process and is critical to academic success. Regular daily attendance is a priority for the Romoland School District. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities, including the School Attendance Review Board (SARB).

This charts illustrate the school enrollment by grade level and student group.

Enrollment by Student Group	
2018-19	
	Percentage
Black or African American	5.7%
American Indian or Alaska Native	0.2%
Asian	1.6%
Filipino	1.7%
Hispanic or Latino	69.3%
Native Hawaiian or Pacific Islander	0.4%
White	19.8%
Two or More Races	1.2%
English Learners	16.4%
Foster Youth	0.7%
Homeless Youth	6.9%
Students with Disabilities	11.8%
Socioeconomically Disadvantaged	73.9%

Enrollment Trend by Grade Level

	2016-17	2017-18	2018-19
K	512	514	536
1st	429	439	451
2nd	392	418	454
3rd	406	411	444
4th	457	432	430
5th	428	466	441
6th	386	442	466
7th	396	399	458
8th	426	391	410

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Teacher Credential Status			
	District		
	17-18	18-19	19-20
Fully Credentialed	167	171	182
Without Full Credentials	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Misassignments/Vacancies			
	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past three school years.

California Assessment of Student Performance and Progress						
Percent of Students Meeting or Exceeding the State Standards						
Subject	District			State		
	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	38	43	43	48	50	50
Mathematics (Grades 3-8 and 11)	29	33	35	37	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--

Suspensions & Expulsions

The table displays the suspensions and expulsions at the district and state levels. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
District	2.15	1.86	1.90	0.00	0.00	0.00
State	3.65	3.51	3.50	0.09	0.08	0.10

School Safety

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

Many people visit the school campuses to volunteer in classrooms and participate in school events. Parents 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, 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.

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. An updated copy of the plan is available to the public at the school office.

Professional Development

The district has a districtwide professional learning plan to ensure that all staff have access to professional learning. Every year, the district provides a full-day professional development session 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 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 lesson design. In addition to district scheduled professional development opportunities, classified and certificated staff members build skills through participation in conferences and workshops.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36

District Revenue Sources (Fiscal Year 2018-19)

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 & EL)
- Special Education
- Head Start and Early Head Start
- After School Education and Safety
- MediCal
- California Clean Energy
- Lottery (Instructional materials)
- TUPE

Salary & Budget Comparison (Fiscal Year 2017-18)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2016-17 school year. 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 districts 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.

Average Salary Information		
Teachers - Principal - Superintendent		
2017-18		
	District	State
Beginning Teachers	\$50,688	\$49,378
Mid-Range Teachers	\$82,694	\$77,190
Highest Teachers	\$103,929	\$96,607
Elementary School Principals	\$123,904	\$122,074
Middle School Principals	\$131,086	\$126,560
High School Principals	-	\$126,920
Superintendent	\$203,249	\$189,346
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.0%	36.0%
Administrative Salaries	6.0%	6.0%

Romoland School District Schools

Romoland School

Grades TK-5
25890 Antelope Rd.
Romoland, CA 92585
(951) 928-2910

Harvest Valley School

Grades TK-5
29955 Watson Rd.
Menifee, CA 92585
(951) 928-2915

Mesa View School

Grades TK-5
27227 Heritage Lake Dr.
Menifee, CA 92585
(951) 723-1284

Ethan A. Chase Middle School

Grades 6-8
28100 Calm Horizon Dr.
Menifee, CA 92585
(951) 926-9244

Boulder Ridge School

Grades TK-5
27327 Junipero Rd.
Menifee, CA 92585
(951) 723-8931