

**San Bernardino County Superintendent of Schools
Reorganization Feasibility Study
December 7, 2022**



San Bernardino County Superintendent of Schools Reorganization Feasibility Study

December 7, 2022

Presented By:

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Vice President

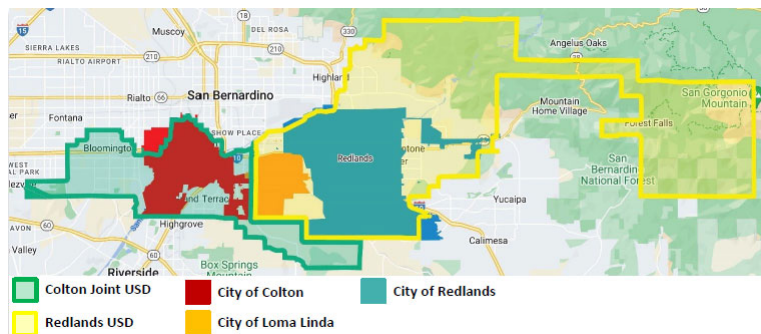
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1 Purpose of Review

- San Bernardino County Superintendent of Schools contracted with School Services of California Inc. (SSC) to perform a Reorganization Feasibility Study (Study) on a proposed territory transfer
- The territory in question is the Laurel Heights neighborhood—physically located in the city of Loma Linda and within the boundaries of Colton Joint Unified School District (USD)
- Includes approximately 44 students, 14 of which are already enrolled in Redlands USD



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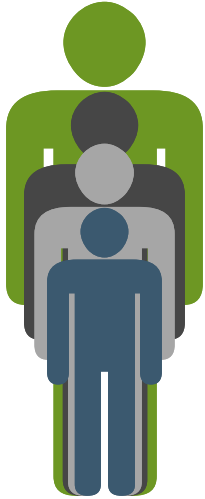
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2 County Committee on School District Organization



- The proposed territory transfer was initiated by the Loma Linda City Council via Resolution 3028 adopted on December 8, 2020
 - Requests that the territory be transferred from Colton Joint USD to Redlands USD
- Current law requires the county committee on school district reorganization to determine whether the nine statutory criteria governing school district reorganizations have been substantially met
 - These criteria are set forth in Education Code Section 35753(a)
- SSC's study provides an independent, objective evaluation of the nine criteria for the committee's consideration

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3 Nine Reorganization Criteria

- | | |
|--|---|
| 1 Adequate Number of Pupils | 6 Sound Educational Program |
| 2 Community Identity | 7 No Substantial Increase in School Facilities Costs |
| 3 Equitable Division of Property and Facilities | 8 Increased Property Values |
| 4 Discrimination/Segregation | 9 Effect on Fiscal Status and Management |
| 5 No Substantial Increase in State Costs | |

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4 Nine Statutory Criteria

1. Adequate Number of Pupils
 - The reorganized districts will be adequate in terms of number of pupils enrolled
2. Community Identity
 - The districts are each organized on the basis of substantial community identity
3. Equitable Division of Property and Facilities
 - The proposal will result in an equitable division of property and facilities of the original district or districts
4. Discrimination/Segregation
 - The reorganization will preserve each affected district's ability to educate students in an integrated environment and will not promote racial or ethnic discrimination or segregation
5. No Substantial Increase in State Costs
 - Any increase in costs to the state as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization

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5 Nine Statutory Criteria

6. Sound Educational Program
 - The proposed reorganization will continue to promote sound education performance and will not significantly disrupt the educational programs in the affected districts
7. No Substantial Increase to School Facilities Costs
 - Any increase in school facilities costs as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization
8. Increased Property Values
 - The proposed reorganization is primarily designed for purposes other than to significantly increase property values
9. Effect on Fiscal Status and Management
 - The proposed reorganization will continue to promote sound fiscal management and not cause a substantial negative effect on the fiscal status of the proposed district or any existing district affected by the proposed reorganization

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6 Study's Conclusions

- The territory transfer from Colton Joint USD to Redlands USD substantially meets all nine statutory criteria that guide district reorganizations

✓ Substantially Met

1. Adequate Number of Pupils
2. Community Identity
3. Equitable Division of Property and Facilities
4. Discrimination/Segregation
5. No Substantial Increase in State Costs
6. Sound Educational Program
7. No Substantial Increase in School Facilities Costs
8. Increased Property Values
9. Effect on Fiscal Status and Management

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7 1. Adequate Number of Pupils—Substantially Met

- Finding
 - The current enrollment of both districts meets the establishment minimum enrollment (i.e., exceed 1,501 pupils) and the proposed territory transfer would not result in a reduction below the minimum required enrollment

District	Actual					Projection			
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Colton Joint USD									
Total Enrollment	22,561	22,014	21,469	20,550	19,986	18,603	18,194	17,804	17,364
Percent Change		-2.42%	-2.48%	-4.28%	-2.74%	-6.92%	-2.19%	-2.14%	-2.47%
Redlands USD									
Total Enrollment	21,037	21,012	20,826	20,109	19,918	19,616	19,592	19,458	19,405
Percent Change		-0.12%	-0.89%	-3.44%	-0.95%	-1.51%	-0.12%	-0.69%	-0.27%

Source: CDE DataQuest for actual and district-provided data for projections

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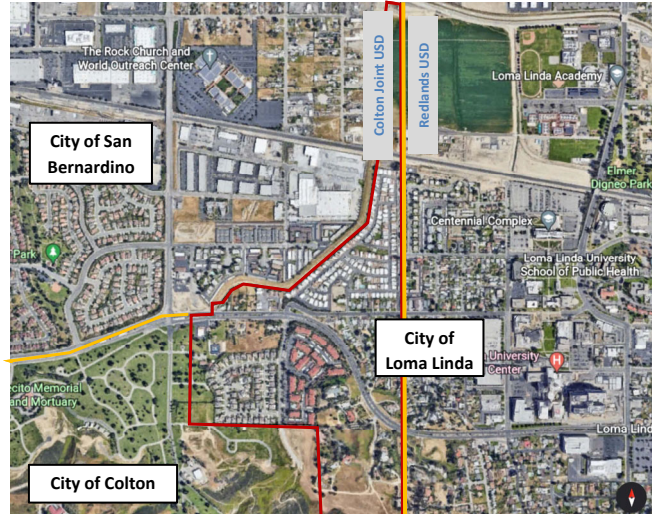
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8 2. Community Identity—Substantially Met

- Finding

- There is an existing community identity within the city of Loma Linda that already encompasses the residents of the proposed area to be transferred
- The majority of the city of Loma Linda is already within the boundaries of Redlands USD
- 2,613 of Loma Linda's school-age children are already attending Redlands USD—representing 13.1% of Redlands USD students



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9 3. Equitable Division of Property/Facilities—Substantially Met

- Finding

- Division of Property—If successful, the boundaries of the two school districts would be altered, but no schools or other district property is located within the proposed transfer area
- Division of Debt—Since the area contains no public school property or buildings, the proposed territory would cease to be liable for the outstanding bonded indebtedness of Colton Joint USD and automatically assume its proportionate share of Redlands USD's outstanding bonded indebtedness
 - The estimated assessed value of the proposed territory represents less than 2% of the outstanding bonded indebtedness remaining within Colton Joint USD

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10 3. Equitable Division of Property/Facilities—Substantially Met

• Finding

- **Community Facilities District (CFD)**—While there is currently no legal precedent to address this issue, there are possible avenues for resolution
 - Colton Joint USD created CFD No. 2 in 2001, which encompasses property within the proposed territory to be transferred
 - CFD was created for the purpose of “the construction, purchase, modification, expansion, improvement or rehabilitation of school facilities,” though there are no school facilities within the proposed area to be transferred
 - Current law provides no guidance for transfer or division of a CFD among school districts
 - Jones Hall, County Committee bond counsel, memo provides legal background and describes a number of complex but feasible avenues for the continued administration of the CFD following the proposed territory transfer

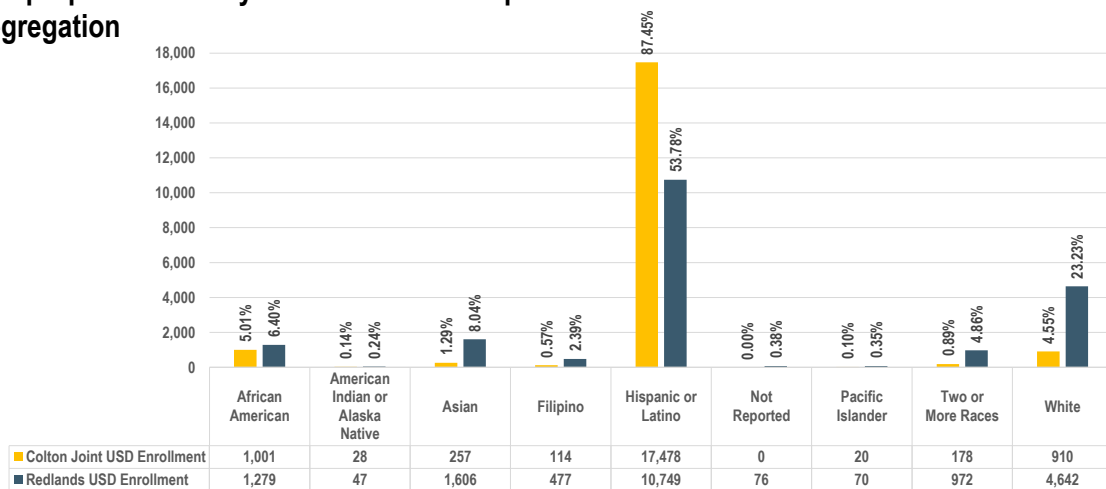
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11 4. Discrimination/Segregation—Substantially Met

• Finding

- **The proposed territory transfer would not promote racial or ethnic discrimination or segregation**



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12 5. No Increase in State Costs—Substantially Met

- Finding
 - The base grant and grade span adjustments for students are the same regardless of district
 - Supplemental and concentration grants are subject to fluctuation
 - Both districts are comfortably above the 55% threshold to receive concentration funding and 30 students would not jeopardize that status
- School facility costs are addressed as part of Criterion 7

Grade Span	Supplemental Grant Funding per ADA	Concentration Grant Funding per ADA	Total Supplemental and Concentration Grant Funding per ADA
Colton Joint USD—81.69% UPP			
Grades TK-3	\$1,647	\$1,749	\$3,396
Grades 4-6	\$1,515	\$1,608	\$3,123
Grades 7-8	\$1,559	\$1,656	\$3,215
Grades 9-12	\$1,854	\$1,969	\$3,823
Redlands USD—69.81% UPP			
Grades TK-3	\$1,408	\$971	\$2,379
Grades 4-6	\$1,294	\$892	\$2,186
Grades 7-8	\$1,333	\$919	\$2,282
Grades 9-12	\$1,585	\$1,093	\$2,678

Source: District-provided LCFF calculators

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13 6. Sound Educational Program—Substantially Met

- Finding
 - The proposed territory transfer would not significantly disrupt educational programs in the districts, nor would it have a negative impact on the educational performance of the students within the territory proposed to be transferred
 - State utilizes the California School Dashboard (Dashboard) for measuring student outcomes
 - Color coded system to identify performance levels across multiple metrics



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14 6. Sound Educational Program—Substantially Met

- Redlands USD has higher performance levels in English Language Arts (ELA) and Math, and its English learners are making greater progress toward English language proficiency
- The districts are relatively comparable in two of the three climate and engagement indicators

Indicator (Grades)	Colton Joint USD			Redlands USD		
	Student Performance	Status	Change	Student Performance	Status	Change
Chronic Absenteeism (K-8)	Orange	High	Maintained	Orange	High	Maintained
		10.9%	-0.1%		11.0%	-0.4%
College/Career (9-12)	Green	High	Increased	Green	Medium	Increased
		59.4%	7.9%		54.6%	4.0%
ELA (3-8, 11)	Orange	Low	Maintained	Green	High	Declined
		31.4 (below standard)	-0.8		14.9 (above standard)	-4.2
English Learner Progress (K-12)	n/a	Low	n/a	n/a	Medium	n/a
		42.0%			48.9%	
Graduation Rate (9-12)	Green	High	Increased	Green	High	Increased
		91.3%	4.8 %		92.5%	2.1%
Math (3-8, 11)	Orange	Low	Maintained	Yellow	Medium	Declined
		72.3 (below standard)	1.1		21.1 (below standard)	-4.9
Suspension Rate (K-12)	Yellow	Medium	Maintained	Orange	Medium	Increased
		4.5%	-0.2%		3.6%	0.7%

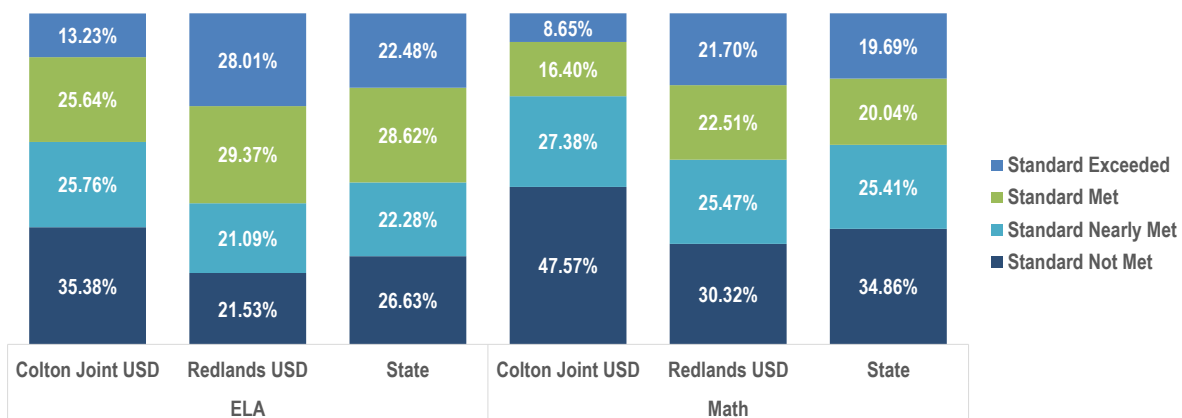
Source: 2019 Dashboard

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15 6. Sound Educational Program—Substantially Met

- Smarter Balanced Summative Assessment System
 - Redlands USD outperforms Colton Joint USD



Source: 2018-19 CAASPP

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16 7. No Increase in School Facility Costs—Substantially Met

• Finding

- The proposed territory transfer would not result in a substantial increase in school facility costs
- The area subject to the territory transfer is built out and the known population is currently 44 students, 14 of which already attend Redlands USD
- The remaining 30 students are spread across 13 grades, with no more than 6 students in any one grade

Grade	Count	Grade	Count
Transitional Kindergarten (TK)	1	Sixth	2
Kindergarten	1	Seventh	1
First	1	Eighth	5
Second	3	Ninth	6
Third	1	Tenth	4
Fourth	1	Eleventh	2
Fifth	0	Twelfth	2

Source: District-provided data

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17 7. No Increase in School Facility Costs—Substantially Met

- Based on current school boundaries, the 30 remaining students would likely attend Bryn Mawr Elementary School (ES), Cope Middle School (MS), and Redlands High School (HS)
- However, Redlands USD staff suggested that some of the primary grade students may also be enrolled in Mission ES or Victoria ES as an alternative to Bryn Mawr ES

Grade Span	2021-22 Enrollment as of 4/7/2022	2021-22 Capacity	2021-22 Available Space	2021-22 Colton Joint USD Students
Bryn Mawr ES (TK-5)	616	651	35	8
Mission ES (TK-5)	572	618	46	
Victoria ES (TK-5)	449	485	36	
Cope MS (6-8)	1,233	1,435	202	8
Redlands HS (9-12)	2,055	2,177	430	14

Source: District-provided data

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18 8. Increased Property Value—Substantially Met

- **Finding**
 - The proposed territory transfer is not designed to primarily increase property values
 - The city of Loma Linda adopted Resolution 3028 does not include any reference to property values, but does highlight that:
 - The Laurel Heights neighborhood believes the Redlands USD would better serve the interest of their children
 - Current district boundaries arbitrarily bisect the city of Loma Linda
- The territory currently resides in the boundaries of the city of Loma Linda
 - As noted in Criterion 5, neither district is basic aid, so any increase or decrease in property taxes would be offset by an inverse increase or decrease in state aid

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19 9. Effect on Fiscal Status and Management—Substantially Met

- **Finding**
 - If approved, the proposed territory transfer would have a negligible negative effect on the fiscal status of Colton Joint USD
 - Each ADA generates more than \$13,000 per year in the 2022-23 fiscal year
 - The loss of the remaining 30 students equates to a decrease of approximately \$390,000
 - One-tenth of one-percent of total General Fund revenues

	2022-23 Adopted Budget
Revenues	
LCFF Revenues	\$260,783,200
Federal Revenues	\$62,909,698
Other State Revenues	\$27,414,821
Other Local Revenues	\$13,016,438
Total Revenues	\$364,124,157

Source: District-provided data

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Study's Conclusions

✓ Substantially Met

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Questions?



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Thank you!

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