



# 2021-22 Local Control and Accountability Plan (LCAP) Overview

## Redlands Unified School District

### State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

### Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

### Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

### Student Enrollment

Ethnicity	Percent of Enrollment
American Indian	0.3%
African American	6.3%
Asian	8.5%
Filipino	2.2%
Hispanic/Latino	52.4%
Pacific Islander	0.4%
White	24.5%
Multiple/No Response	2.2%

Student Group	Percent of Enrollment
English Learners	7.99%
Low Income	69.8%
Foster Youth	.006%

### Our Community



Redlands, Highland, Loma Linda, Mentone, and San Bernardino Communities Served



20,352  
Students



25  
Schools



2128  
Staff

### 2021-22 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$35,438,316.00
Other State Funds	\$183,230,580.00
Local Funds	\$3,232,976.00
Federal Funds	\$9,559,947.00
<b>Total Funds</b>	<b>\$231,461,819.00</b>

Type	Totals
Personnel	\$194,255,466.00
Non-Personnel	\$37,206,353.00



# 2021-22 LCAP Goals and Services

## GOAL

# 1

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.



1.1

### Social Emotional Learning (SEL)

The Educational Services Division will support students and staff to integrate Social Emotional Learning (SEL) into schools and classrooms. Stakeholders will build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset to help in learning communities that are safe, positive, inclusive, and welcoming.

District staff will provide professional learning opportunities to school sites, coaching support to the site leadership team, and direct support for implementation of SEL programs integrated into SPSA goals. SEL is aligned to the Multi-Tiered System of Supports (MTSS) framework and foundational to the Universal (Tier 1) of support for students. District staff will also support the development of site-based Tier 2 supports and coordinate Tier 3 supports including, but not limited to, access to mental health support staff and community resources. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.

This action was developed because research indicates that students experiencing homelessness, placed in the foster care system, and low-income students experience higher exposures to trauma. According to the National Health Care for the Homeless Council or NHCHC (2019), students living in poverty or experiencing homelessness are more likely to have higher ACE scores, which increases their risk of "developmental challenges and poor health and functioning" (p. 2). Students with more than one ACE are less likely to be engaged in school when compared to students who have not experienced any ACEs (Bethell, 2014). Additionally, students and their families who reside in low-income neighborhoods are more vulnerable to the "impact of ACEs on their mental and physical health and socio-emotional learning" (Goldstein, 2020, p. 2). Other research studies show that children entering the foster care system have already experienced ACEs and need to be in environments that provide connections and stability. Foster youth could benefit from evidence-based programs that specifically support social emotional learning. Therefore, supports and services related to increased social emotional learning will be focused on meeting the needs of these student groups.

\$520,514.50



Foster Youth  
Low Income

1.2

### Positive Behavior Supports




The Educational Services Division will equip and support school sites in promoting positive school climates by encouraging positive student behaviors to increase student connectedness, improve attendance, and decrease undesired behaviors. Preventative

\$688,283.50





English Learners

	<p>actions and services, which will be directed principally toward unduplicated students, will include training, on-site coaching, and guidance with program fidelity assessment.</p> <p>Support for schools to effectively implement a positive behavior framework focused on proactively intervening with an emphasis on Universal (Tier 1) prevention and instruction rather than engaging in punitive or exclusionary discipline practices. Positive behavior systems are aligned to the Multi-Tiered System of Supports (MTSS) framework. District staff will also support the development of site-based Tier 2 supports and coordinate district-wide Tier 3 supports including, but not limited to, access to a Board Certified Behavioral Analyst and behavioral staff. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.</p> <p>In support of positive learning environments, "UDL can be leveraged to meet the social, emotional, and behavioral needs of students by designing experiences grounded in restorative justice" (Chardin &amp; Novak, 2021, p. 139). Restorative justice is an alternative to common school discipline approaches and focuses on bringing together people who are affected by conflict to work "toward an agreement about how to repair harm" (Chardin &amp; Novak, 2021, p. 139).</p>		<p><b>Foster Youth Low Income</b></p>
<p><b>1.3</b></p>	<p><b>Comprehensive School Counseling</b> The Educational Services Division will provide all counselors with professional development and support to develop American School Counselor Association or ASCA-aligned school counseling programs, which include data-driven tiered support systems in Academics, Social Emotional Learning, and College/Career Readiness.</p> <p>School sites will receive additional site-based counseling supports to principally benefit unduplicated students with Tier 2 supports including at-risk conferencing, college and career awareness activities, and focused social emotional learning groups. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.</p> <p>The Academic Case Carrier program will continue to provide Tier 3 supports principally directed toward foster youth to increase attendance and academic success, foster resiliency, and connect students with community resources.</p>	<p>\$5,733,188.00</p>	 <p><b>English Learners Foster Youth Low Income</b></p>
<p><b>1.4</b></p>	<p><b>Intervention Support Teams</b> School sites will utilize the Intervention Support Team (IST) process to analyze data, identify students in need of support, and conduct collaborative stakeholder planning sessions in order to develop individual success plans. These plans will be unique to student need taking into account trauma and will be principally directed toward unduplicated students. Progress monitoring of plans will review student growth based local assessments (STAR). Overall effectiveness of the plans will be evaluated based on increased attendance, proficiency on state assessment, and progress towards "Prepared" on the College/Career Indicator.</p>	<p>\$194,946.00</p>	 <p><b>English Learners Foster Youth Low Income</b></p>
<p><b>1.5</b></p>	<p><b>Character Education</b> The Education Services Division will support school sites, through a partnership with all stakeholder groups, in developing site-based plans/systems to monitor student social-</p>	<p>\$298,047.00</p>	

	emotional learning and behavioral needs in order to identify and provide appropriate tiered supports and interventions to increase equity, attendance, and academic achievement, principally directed toward low income, foster youth, and students learning English. Effectiveness of this action will be evaluated based on increased student attendance.		English Learners Foster Youth Low Income
1.6	<p><b>Parent &amp; Community Involvement</b></p> <p>The Parent Engagement department implements a range of capacity-building opportunities that further the District's Redlands 2025 vision of Equality through Equity and Strong Parent &amp; Community Partnerships. This includes the creation of the new Coordinator of Diversity and Equity position, the District Community Relations Specialist, and the Parent Liaison staff. Staff are building upon work completed during distance learning to create hybrid-learning opportunities that include an online parent toolkit and virtual training materials. Additionally, staff will continue family outreach to partner in increasing student engagement and reducing chronic absenteeism. The partnership between the District and families of unduplicated students is incredibly important. Parental involvement in education has been shown to be a factor in improving students' social emotional development and learning outcomes (Young, Austin, &amp; Growe, 2013). Additionally, building family and student resiliency helps to reduce harmful effects of ACEs and directly impacts engagement (Bethell, et al., 2014). These partnerships are principally directed toward providing support for unduplicated student group families to increase student attendance.</p>	\$441,656.00	 English Learners Foster Youth Low Income
1.7	<p><b>Language Assessment Center &amp; Translation Services</b></p> <p>The District's Language Assessment Center provides translation services to support a wide range of communication efforts between the district and families. LAC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language. The services of LAC staff are augmented by external providers when unique language needs arise or available capacity is exceeded. Additionally, the LAC coordinates the District's assessment programs for English learners and oversees the reclassification process. The result of these actions and services will result in increased student attendance and an increase in the reclassification rate.</p>	\$320,508.00	 English Learners
1.8	<p><b>Instructional Technology and Innovation</b></p> <p>The Instructional Technology and Accountability Department will support schools with innovative technology programs, professional development, and technology tools designed to provide students equitable access to college and career preparedness. Professional development offerings will be aligned with the principles of Universal Design for Learning to remove barriers to learning and give students equal opportunities to succeed specifically through the use of educational technology tools. Additionally, the department supports data analysis, local assessment development, and teacher training, so that teachers can strategically monitor strengths and weaknesses of the educational program, as well as identify individual students for multi-tiered systems of support in academics, behavior, and socio-emotional learning. District and site staffing will be provided to further advance innovation projects at designated Equity Support Program (ESP) schools, which are home to higher numbers of unduplicated students. These actions and strategies will be developed to principally support the needs of Foster Youth, English language learners, and low-income students.</p> <p>Major Instructional Technology and Innovation Programs Include:</p>	\$3,102,106.00	 English Learners Foster Youth Low Income


	<p>1. STEAM and Innovation Labs (Lego, Garner Holt, Z-Space, Coding and Robotics, 21st Century Learning Spaces, and Computer Science Electives) designed to increase student engagement, and improve SBAC Math and Science results</p> <p>2. Digital Storytelling Initiative designed to increase SBAC Listening &amp; Speaking and Writing results</p> <p>3. Teacher Training on Instructional Technology Methodology, as measured by post-training survey</p> <p>Major Accountability Programs Include:</p> <p>1. On-going data analysis, progress monitoring, and Professional Learning Communities, as measured by improved CAASPP ELA and Math results</p> <p>2. On-going district assessment development and revision, as measured by improved CAASPP ELA and Math results</p>		
1.9	<p><b>AVID</b></p> <p>The Educational Services Division will continue to scale up the AVID (Advancement Via Individual Determination) programs across designated K-12 sites to help students develop the skills they need to be successful in college and increase the number of students meeting the College/Career Indicator. Staffing, professional development, and consortium membership fees will be supported through this strategy. AVID programs provide targeted supports to unduplicated student groups to develop advanced writing, critical thinking, teamwork, organization and reading skills.</p>	\$1,374,210.00	 <p><b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b></p>
1.10	<p><b>Career Technical Education (CTE)</b></p> <p>High School sites will prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities, primarily directed toward unduplicated students. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study and increase the number of students meeting the College/Career Indicator. Program support will include industry sector competitions, equipment, supplies, and professional development. Sites will also be provided with a Career Center Teacher to support the work of school-based counselors; their efforts will be principally directed toward providing support to unduplicated student groups.</p> <p>According to the National Health Care for the Homeless Council or NHCHC (2019), foster youth, students experiencing homelessness, and students living below the poverty line tend to have numerous ACEs. The increased number of ACEs influence the likelihood of students not completing school and being unemployed (NHCHC, 2019). A partnership with Colton Redlands Yucaipa Regional Occupational program (CRY-ROP) will continue to provide additional CTE pathways, equipment, and supplies.</p>	\$4,006,796.00	 <p><b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b></p>
1.11	<p><b>Visual &amp; Performing Arts</b></p> <p>Education Services will increase Visual &amp; Performing Arts (VAPA) supports to expand K-12 course access. This includes additional staffing at the elementary and secondary levels, and a focused recruiting process to engage unduplicated students. Materials and supplies will be provided to schools with high numbers of unduplicated students counts to support ongoing participation. Increased participation and access helps improve</p>	\$1,403,211.00	 <p><b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b></p>


	school engagement and provides a sense of belonging for foster youth, low-income students, and English learners which will lead to an increase in student attendance.		
1.12	<p><b>Redlands Connections League</b></p> <p>The Student Services department will coordinate the Redlands Connections League to focus on providing character building through athletics to middle school students to foster a sense of connectedness and build social emotional learning competencies. The League will utilize recruitment strategies that focus on unduplicated student groups and participants will increase student connectedness as evidenced by increased student attendance.</p>	\$51,953.00	 <p><b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b></p>
1.13	<p><b>Restorative Practices</b></p> <p>Research tied to the Social Determinants of Health (SDoH) indicates that unduplicated student groups often times experience instability related to education, social and community context, health and health care, economic stability, as well as neighborhood environments. This instability leads to higher ACEs (Adverse Childhood Experiences) scores and toxic stress, which impacts learning at school. Therefore, the Educational Services Division will provide support systems, additional staffing, training and intervention support to school sites supporting unduplicated students in grades TK-12 to foster school safety and student academic success.</p> <p>In order to meet the needs of unduplicated students affected by ACEs, school sites will be provided with additional assistant principals. These staff will receive professional development in restorative practices to develop community and to manage conflict and tensions by repairing harm and building relationships, thus mitigating the effects of ACEs and related toxic stress. This work will result in an increase in student connectedness as evidenced by increased student attendance, and a decrease in suspensions.</p>	\$3,434,459.00	 <p><b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b></p>

**GOAL**

**2**






All students will progress toward meeting standards in academics through tiered supports and services.





2.1	<p><b>Professional Development to Support Implementation of State Standards</b></p> <p>The Educational Services Division will provide professional development and a wide range of supports for implementation of state standards to teachers and other instructional staff. Professional Learning will include guidance on the use of grade level scope and sequence plans focused on meeting the unique academic needs of unduplicated students; administration and analysis of the district's common assessments to find trends in learning needs of unduplicated students; and coaching for effective delivery of research-based, standards-aligned instruction principally focused on the needs of unduplicated students. Professional development is anchored in the district's implementation of Universal Design for Learning (UDL), which is a framework "to improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (CAST, 2021). The three main principles - multiple means of engagement, expression and action, and representation - can guide teachers in meeting the needs of diverse learners, including unduplicated students. As a result of the</p>	\$746,596.00	 <p><b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b></p>
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	implementation of the goal, students will demonstrate increased student achievement in math and english language arts as measured by local assessments (STAR).		
2.2	<p><b>Tiered Academic Support Staff</b>  School sites will be assigned additional staffing in English and Mathematics to provide targeted (Tier 2) support to students not meeting grade level standards. Priority support will be provided to unduplicated student groups.</p> <p>Additional FTEs are in place at each of the 16 elementary schools to support students in closing the achievement gaps in mathematics. The full-time release model allows for targeted supports for unduplicated students in the areas deemed most critical for long-term success in mathematics. Primarily, the Math Intervention Teacher (MIT) targets unduplicated students in grades 3-5, but may provide support to unduplicated students in the primary grades in addition to data-driven identified needs. Each school develops a support model (push in, pull out, or hybrid), depending on specific data points, utilizes the Board-adopted curriculum (Math in Focus) and supplemental material, and monitors student progress in four-to-six-week increments. Data are reported and analyzed for effectiveness of programs, and new goals and strategies are implemented based on need. Student progress and academic achievement based on STAR Reading and Math, as well as curriculum-embedded assessments, will be monitored to determine success and possible needed changes in supports. Bi-monthly meetings and professional development are held at the district level to discuss data, upcoming math topics for each grade level, and areas needing additional support.</p> <p>Additional secondary teachers will be providing specific Math/English support with a support class before, during, and after school targeting students' areas of weakness, as identified by STAR (Middle School) or progress report/quarterly grades. Unduplicated students will be the primary recipients of these services. Increased academic performance is the intended outcome, focused on individual student growth on assessments and grades.</p>	\$4,522,672.00	 <p><b>English Learners  Foster Youth  Low Income</b></p>
2.3	<p><b>Tiered Academic Support Plans</b>  The Education Services Division will support school sites, through a partnership with all stakeholder groups, in developing sites plans/systems to monitor student achievement in order to identify and provide appropriate tiered supports and interventions to increase equity and academic success, principally directed toward low income, English learner and foster youth. School sites will review data to identify learning needs for unduplicated student groups in need of Tier 2 academic supports, and individual students in need of Tier 3 academic supports. Improvement plans will be monitored based on student performance data with local assessments (STAR) through a progress monitoring cycle and will be adjusted based on formative and summative data to ensure an increase in student achievement as measured by an increase on local assessments (STAR).</p>	\$5,158,356.00	 <p><b>English Learners  Foster Youth  Low Income</b></p>
2.4	<p><b>Tiered Academic Supports for Multilingual Students</b>  District and school-site staff will implement programs to support language acquisition for English Learners. District staff will provide staff development to increase implementation of the ELD standards across all grade-levels and content areas and develop tiered systems of support to ensure success for students not making adequate progress. Staff will review ELD content-area classes and Long-Term EL intervention classes to build pathways to multiliteracy and seek approval of courses in A-G Pathways, so that there</p>	\$1,218,054.00	 <p><b>English Learners</b></p>

	will be an increase in the reclassification rate and improvement on the College/Career Indicator (CCI). School sites will support students through collaboration with the district to meet the requirements for the Seal of Biliteracy and develop a middle school world languages program to support multilingual opportunities at the high school level. Dual immersion program considerations will be developed for implementation to support additional learning pathways for students.		
2.5	<p><b>Targeted Special Education Supports</b></p> <p>District and site-based staff will provide targeted Special Education supports to include: Integration of students in general education settings, preschool program, special day program, specialized academic instruction (SAI) program, extended school year (ESY), adult transition program, language and speech services, occupational/physical therapy, adaptive physical education, and transportation to close the achievement gap.</p>	\$40,928,725.00	 <p><b>Students with Disabilities</b></p>
2.6	<p><b>Supplemental Online Instructional Programs</b></p> <p>The Education Services Division will provide supplemental online instructional programs to identify students in need of additional academic opportunities. Data from supplemental assessment programs will be disaggregated by unduplicated student groups to monitor progress, identify academic needs, and provide tiered supports. School sites will use the assessment data and instructional programs to support individual students with learning recovery, resulting in increased student achievement as measured by these programs and state and local assessments (STAR).</p>	\$400,000.00	 <p><b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b></p>
2.7	<p><b>Targeted Math and Science Supports</b></p> <p>The Secondary Education Department, including math and science district staff, will provide staff development support with a focus on using Science Engineering Technology Math (STEM). STEM is an experiential learning pedagogy in which the application of knowledge and skills are integrated through in-context projects or problems focused on learning outcomes tied to the development of important college and career readiness proficiencies, according to the National Science Teaching Association. Additional supports include the development of STEM camps and the secondary C-STEM Math program, which are principally directed toward meeting the needs of unduplicated students, to increase engagement and higher level understanding of mathematical standards as measured by growth on state and local assessments (STAR).</p>	\$356,010.00	 <p><b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b></p>
2.8	<p><b>College Readiness Programs</b></p> <p>Educational Services will provide professional development opportunities, support the implementation of the California College Guidance Initiative (CCGI) modules and University/College Guarantee Enrollment Partnerships, and provide students access to Advanced Placement (AP), PSAT, and SAT exams to ensure that no financial barriers prevent full participation. School sites will offer Dual Enrollment (DE) programs through partnerships with the Community College District. Additional learning opportunities will be provided for students preparing for AP/SAT/PSAT exams, as well as College Boot Camp opportunities for students and families. Participation in these opportunities will be principally directed toward unduplicated student groups through priority registration opportunities and will result in an increase in the College and Career Indicator (CCI).</p>	\$1,844,435.00	 <p><b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b></p>
2.9	<p><b>English Learner Programs</b></p> <p>The district will provide district-funded, English Learner (EL) staff to all secondary schools to promote academic success for EL students and provide tiered supports and</p>	\$841,967.00	 <p><b>English Learners</b></p>







	services for students not meeting academic standards, as measured by an improvement in reclassification rates and ELA/Math achievement scores on CAASPP.		
2.10	<b>Summer School/Credit Recovery</b> High School sites will provide program options to students who are off-track for graduation in order to accelerate their progress toward on-track status. Staff will continue to collaborate with the Academic Case Carrier staff (supporting Foster Youth and students experiencing homelessness) and other staff supporting English Learners, as well as low-income students, and monitor progress and use of credit recovery options. This work will lead to an increase in graduation rates for unduplicated students.	\$3,904,418.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
2.11	<b>GATE/Advanced Learner Programs</b> The Educational Services Divisions will provide district coordination, support, and professional development of Gifted and Talented Education (GATE) and Advanced Placement (AP) course options. Emphasis will be placed on revising the identification process to ensure that student demographics within the program align to overall student demographics and to improving learner outcomes for identified students.	\$8,751.00	 <b>Identified GATE Students</b>

## GOAL

# 3

Redlands USD will continue to implement the actions described below, which relate to teachers, materials, and facilities, in order to ensure that progress made within Goal 1, the Engagement of All Stakeholders, and in Goal 2, Tiered Academic Supports and Services, will be maintained over the next three years. These metrics will be evaluated using multiple measures on an annual basis to ensure maintenance of progress.



3.1	<b>Fully credentialed and appropriately assigned teachers and counselors</b> The HR Division will review teacher/counselor assignments each term or semester, as applicable, to ensure that they are appropriately assigned to the greatest extent possible.	\$95,259,431.00	 <b>All Students</b>
3.2	<b>New Teacher Support Program</b> A review of the placement of new teachers shows that they are in schools with a disproportionately higher number of unduplicated students. To support this need, the HR Division will continue to implement the new teacher induction program, which provides ongoing support and professional development that includes modeling evidence-based strategies and providing guidance to meet professional standards. This support will lead to increased student outcomes for unduplicated students as measured by state assessments.	\$2,909,516.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
3.3	<b>Access to Materials</b> The Educational Services Division will provide standards-based instructional materials, assessments, interventions, and supporting resources for all students at the district and site level to ensure student success.	\$1,819,668.00	 <b>All Students</b>
3.4	<b>Access to Supplemental Materials</b> The Educational Services division and site instructional leaders will review the instructional materials database and achievement data each term or semester, as applicable, to ensure that the needs of EL, FY, and low-income students have been met through access to supplemental instructional materials and tiered supports and services to provide for learning recovery. Funds will be used to provide supplemental instructional materials to meet the needs of EL, FY, and low income students based on	\$295,000.00	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>

	this data to close the achievement gap in english language arts and math as measured by state assessments.		
3.5	<b>Basic Facilities Operations</b> The Business Services Division will continue staffing and implementation of annual inspection of facilities to ensure standards of safety and access. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner.	\$17,984,209.00	 All Students
3.6	<b>Enhanced Facilities Projects</b> Special projects, such as the Garner Holt labs, Z-Space labs, and enhanced innovation library spaces, which are principally directed toward Equity Support Program (ESP) sites with high numbers of unduplicated student populations, will be identified through the use of data and completed to ensure equity of access and opportunity. Business Services will implement enhanced facilities projects to develop innovative learning experiences for unduplicated student groups to create enthusiasm for learning and support student connectedness to school sites as measured by increased student attendance.	\$1,235,000.00	 English Learners Foster Youth Low Income
3.7	<b>School and Student Safety</b> The Human Resources Services Division will continue staffing to support a comprehensive District Safety Plan, including a District Safety Manager, District Safety staffing, and site-based campus security and monitors to ensure all students are able to learn in a safe school environment.	\$2,510,922.00	 All Students
3.8	<b>Transportation</b> The Business Services Division will develop a district-wide K-12 plan that provides no cost transportation to support unduplicated student groups and ensure safe access to school each day in order to increase attendance rates and decrease chronic absenteeism.	\$5,777,770.00	 Low Income
3.9	<b>Operational Support Services and Classified Support Personnel</b> The HR Division will provide classified support personnel and resources needed to effectively support the basic operations of the district and school sites to ensure a safe and welcoming school environment is available to the entire school community.	\$17,620,471.00	 All Students
3.10	<b>Access to Internet and/or Devices</b> The Educational Services Division will provide staffing and materials to support access to internet, devices, district communications, and online instructional materials for all students, with priority access and registration given to EL, FY, and low income students. This increase in access will result in an increase in student achievement as measured by progress monitoring of state assessments.	\$4,335,061.00	 English Learners Foster Youth Low Income
3.11	<b>LCAP Program Coordination &amp; Advisory Committees</b> The Educational Services Division will provide staffing and resources to all Redlands USD stakeholder groups to ensure equity in the development, implementation, and monitoring of the Local Control Accountability Plan to support the unique needs of and improve academic, SEL, and behavioral outcomes of unduplicated student groups. Progress towards this goal will be measured through gains on the California School Dashboard in Academics, Attendance, and the College/Career Indicator.	\$214,909.00	 English Learners Foster Youth Low Income

Stakeholder Engagement

Major Changes for 2021-22

We Want to Increase

We Want to Decrease

The LCAP Advisory Committee consists of eight (8) parents, eight (8) community members, eight (8) high school students, eight (8) classified staff members, eight (8) certificated staff members, and five (5) management staff members. Committee members are selected to ensure representation of different school sites, ethnicities and student

1. Focus on Multi-Tiered Supports & Services (MTSS)
2. Universal Design for Learning
3. Addition of Social Emotional Learning & Mental Health
4. Support for Comprehensive School Counseling Program
5. Tiered Academic Supports to Accelerate Learning Recovery

1. Social Emotional Learning & Mental Health Staffing and Supports
2. High School Transportation
3. Increased Academic Supports to Accelerate Learning Recovery
4. Positive Behavior Implementation Support
5. Transportation for Extended Day Programs

1. Rubicon Atlas Scope and Sequence

**Redlands Unified School District**

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