



Redlands Unified School District

Local Control Accountability Plan

Advisory Committee Meeting #2
March 18, 2021

Welcome!

1

Zoom “Asks”



Please RENAME yourself to “Role: First Name”

Example- Certificated: Adam

- Click on “Participants” in the bottom toolbar
- Locate your picture and hover over until you see “More”
- Click “Rename”

•Roles - Certificated, Classified, Management, Parent, Community, Student



...Thoroughly engage with each other

Please honor self-care needs but try to avoid multitasking if possible. We appreciate the effort!



...Use the chat box if you have a question

Remember this is public - treat it just like asking a question at an in-person PD

Please MUTE



...when you’re not talking

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Comments

Questions about information f

Redlands Unified School District

Google Forms

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Let's Connect

Which Nicolas Cage are you feeling today?

1. HAPPY
2. CAREFREE
3. RELAXED
4. EXCITED
5. FOCUSED
6. STRESSED
7. ANGRY
8. BEES!!!
9. MEH

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Schedule & Agendas

February 18 – LCAP New Member Overview & Introduction
March 4 – Meeting #1 Welcome & Intro Review State Priorities & Law Purpose of LCAP Review Schedule & Purpose of Each Meeting Supplemental & Concentration Money/Unduplicated Count 2019-20 LCAP Review, 2020-21 LCP Review, RUSD Reopening Plan Review
March 18 – Meeting #2 Welcome & Intro Overview of Programs Review of Current Plan in Place & Impact Share District-Level Academic Achievement Data and Dashboard Information
April 8 – Meeting #3 Welcome & Intro Review Results of Community Input Identify Gaps between Current Plan and Community Input Question & Answer Panel
April 22 – Meeting #4 Welcome & Intro Prioritize Themes Match Themes to 8 Priorities Evaluate Current Programs (keep/add/drop)
May 6 – Meeting #5 (if needed May 20 – Mtg #6) Welcome & Intro Identify New Recommendations



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Objectives for Today’s Meeting:

- ▶ Overview of Programs & Costs
- ▶ Review LCAP metrics
- ▶ Review the Purpose of the CA Dashboard
- ▶ Review Student Data from the CA Dashboard
- ▶ Review 19-20 LCAP Advisory Committee Recommendations

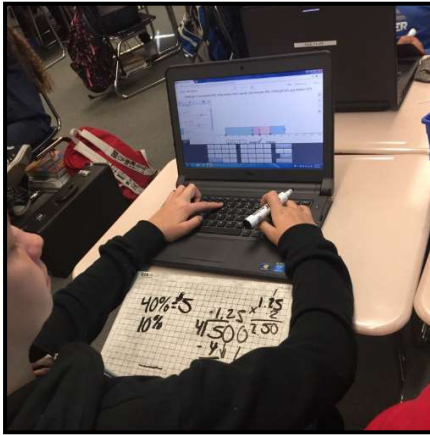
Access our Materials on the LCAP Padlet:



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The guiding principles for the *LCAP*...


Increased or improved student services or programs for the students that generated the funds...



LCAP programs or services are making a measurable difference in student's achievement and preparation (through the use of data)



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Redlands Unified School District

2019-20 LCAP OVERVIEW

Local Control Funding Formula (LCFF)

8 State Priorities

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

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.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students - especially English learners, low-income students, and foster youth.

Local Control Accountability Plan (LCAP)

2019-20 Total LCFF Funding

\$25,654,834

\$175,256,315

Base S & C

OVERVIEW

Communities Served: Redlands, Highland, Loma Linda, Montrose, and San Bernardino

21,240 Students 25 Schools 2128 Full- and Part-time Staff

Student Ethnicity

African American	6.1%
Asian	8.6%
Filipino	2.4%
Hispanic/Latino	50.2%
White	27.1%
Two or More Races	4.7%

Unduplicated Student Groups

English Learners	8.76%
Low Income	59.5%
Foster Youth	.006%

Unduplicated Students: students who are English learners, low income, and/or foster youth

2019-20 LCAP AT-A-GLANCE

5 LCAP Goals 29 LCAP Actions & Services 37 LCAP Measures \$155,344,655 LCAP Budget

LCAP Goals

- 1 Continue existing efforts to foster student academic success by creating a cohesive focused, base program for all students.
- 2 Continue existing efforts to foster positive school environments to effectively support student learning.
- 3 All students will participate in a high-quality K-12 instructional program aligned to State Standards including the Common Core
- 4 Increase the number of students successfully ready for college and career.
- 5 Close the achievement gap for underperforming subgroups.

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LCAP S/C Program Expenditures (\$25,654,834)

- 1) \$3,705,294 - Base Program
 - 1.2 - M/O PLC staffing, Special Projects (\$1,235,000)
 - 1.3 - Rubicon Atlas / Key Data Systems / Illuminate (\$345K)
 - 1.4 - Site funding for Student Interventions & Academic Supports (\$2,247,541 SSP/General Fund)
 - 1.7 - Parent / Community Engagement (District App, Parent Portal, Parent Engagement Technician, Web Manager, App Specialists, IT staffing, Infrastructure)(\$1,689,116)
 - 1.8 - Teacher Induction Support (\$225,000)
 - 1.9 - LCAP Program Oversight (\$211,178)

 - 2) \$5,022,706 - Positive School Environments
 - 2.1 - Increased Elementary and Middle School Counselors (\$2,712,250)
 - 2.2 - Contract Drug Testing Services (\$65K MEDI Funds)
 - 2.2 - IST Leader Stipend (\$79,239)
 - 2.2 - Elementary APs, Security Manager, HS SRO, Campus Monitors, Raptor (\$1,727,570)
 - 2.3 - PBIS PD (\$167,769)
 - 2.4 - Character Ed (\$240K)
 - 2.5 - Increase Parent and Community Outreach (\$115,878 TIPI/TIII)

 - 3) \$5,538,489 - High-quality K-12 instructional program
 - 3.1 - Math & Reading Instructional Support (\$573,359)
- *Middle School Math FTE x4
- 3.2 - VAPA, Theater Technician at Each Comprehensive HS (\$581,956)
 - 3.3 - Reading and Math Intervention at Elementary/MS (\$280,000)
 - 3.4 - Implementation of CCSS (\$2,493,634)
- *Education Technology and Accountability Staffing
- *Technology Purchase / Repair / Replace; Laptop Checkout/Take-home
- *Innovation Grants and Innovation Teachers x5
- *NGSS/STEAM Coordinator, Training, Collaboration, Materials, and Technology
- 3.5 - Comprehensive Writing Program K-12 (\$471,113)
- *Middle School ELA FTE x4
- 3.6 - Math Support (\$1,138,427)
- ES Math Intervention Teachers x15 (T1 Funds)
- *Middle School Math FTE x4
- *High School Math FTE x3
- *Materials, Training and Collaboration

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LCAP Metrics

Goal 1

Continue existing efforts to foster student academic success by creating a cohesive focused, base program for all students.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20 Goal	Actual
SARC Reporting FIT Reports	100% of schools meet "Exemplary" or "Good" standard	Maintain 100%	Maintain 100%	Maintain 100%	100%
Teacher Assignment	100% of RUSD teachers are appropriately assigned	Maintain 100%	Maintain 100%	Maintain 100%	100%
Instructional Materials Aligned to State Standards	100% of students have the current board adopted materials	Maintain 100%	Maintain 100%	Maintain 100%	100%

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Addressing the State Priorities



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Measuring Our Progress - Metrics

State Priority	Performance Indicator
1. BASICS	Basics (Local – SARC/Williams)
2. IMPLEMENTATION OF STATE ACADEMIC STANDARDS	Implementation of State Academic Standards (Local – Self-Reflection Tool)
3. PARENT ENGAGEMENT	Parent Engagement (Local - Parent Survey)
4. PUPIL ACHIEVEMENT	<ul style="list-style-type: none"> ELA Assessment (State) Math Assessment (State) English Learner (State)
5. PUPIL ENGAGEMENT	<ul style="list-style-type: none"> Graduation Rate (State) Chronic Absenteeism (State)
6. SCHOOL CLIMATE	<ul style="list-style-type: none"> Suspension Rate (State) School Climate (Local – Student Survey)
7. ACCESS TO A BROAD COURSE OF STUDY	College & Career (State)
8. PUPIL OUTCOMES	College & Career (State)



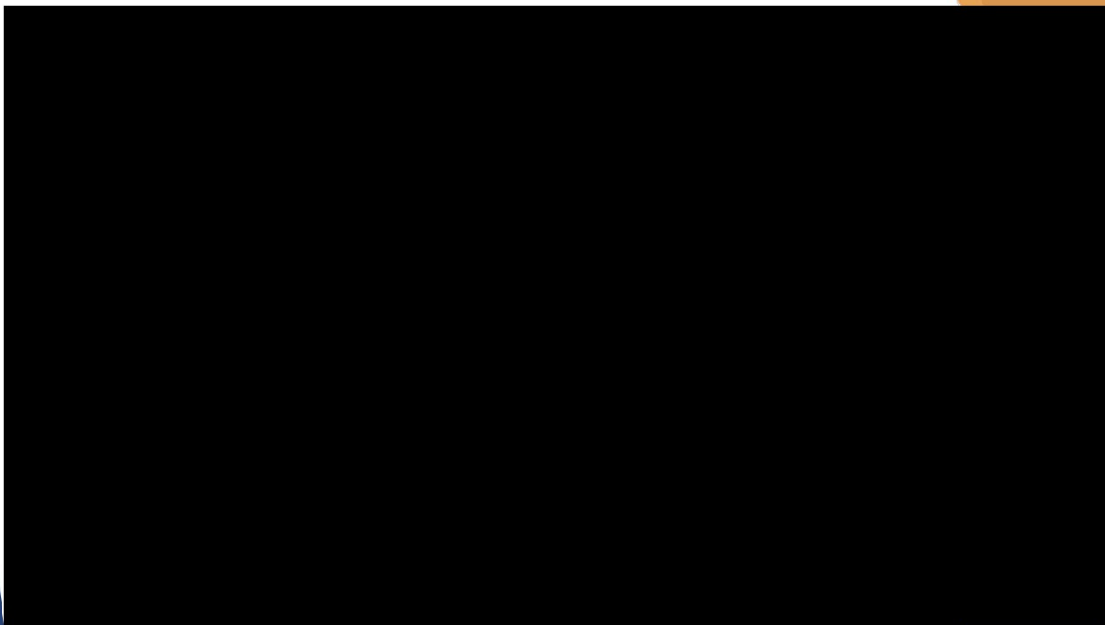
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What is the Dashboard?

1. The Dashboard is an online tool to help districts and schools identify strengths and weaknesses and pinpoint student groups that may be struggling. It reports performance and progress on both **state and local measures**.
2. State measures apply to all LEAs (Districts), schools, and student groups and are based on data that is collected consistently across the state. Local measures apply at the LEA and charter school level and are based on data collected at the local level.
3. The state and local measures are drawn from the ten priority areas of the [Local Control Funding Formula \(LCFF\)](#), which was passed in 2013.



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https://youtu.be/Pc_sW4S1HSI

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CALIFORNIA ACCOUNTABILITY MEASURES 2018-2019



Chronic Absenteeism  Orange	Suspension Rate  Orange	English Learner Progress  No Performance Color	Graduation Rate  Green
College/Career  Green	English Language Arts  Green	Mathematics  Yellow	Basics: Teachers, Instructional Materials, Facilities STANDARD MET
Implementation of Academic Standards STANDARD MET	Parent and Family Engagement STANDARD MET	Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET

[Redlands USD CA Dashboard](#)

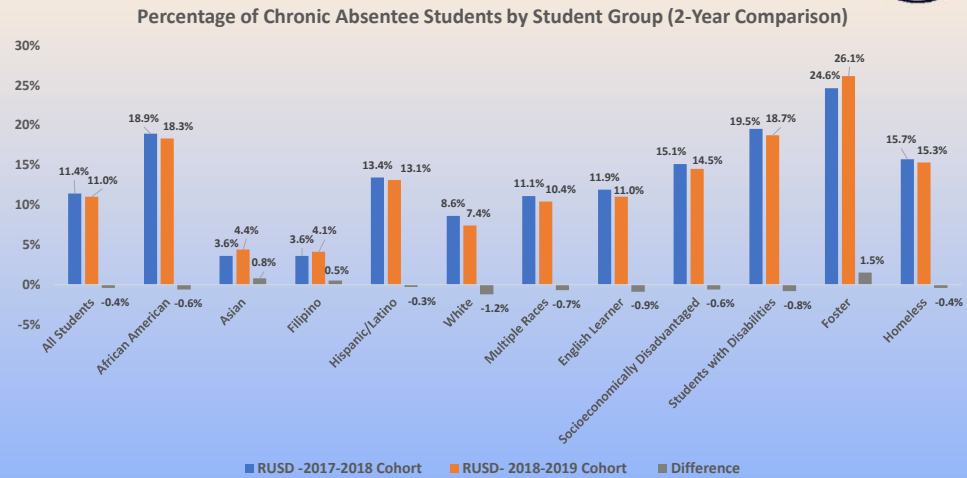
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CALIFORNIA ACCOUNTABILITY MEASURES



Chronic Absenteeism

Definition:
Students absent 10% or more of the school year.



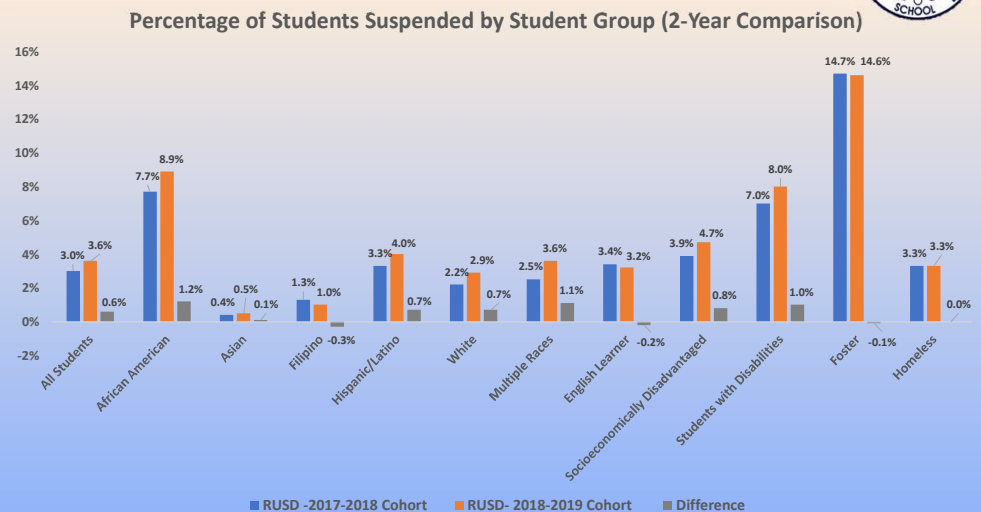
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CALIFORNIA ACCOUNTABILITY MEASURES



Suspension Rate

Definition:
Total number of students suspended compared to the total population of a school.



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CALIFORNIA ACCOUNTABILITY MEASURES

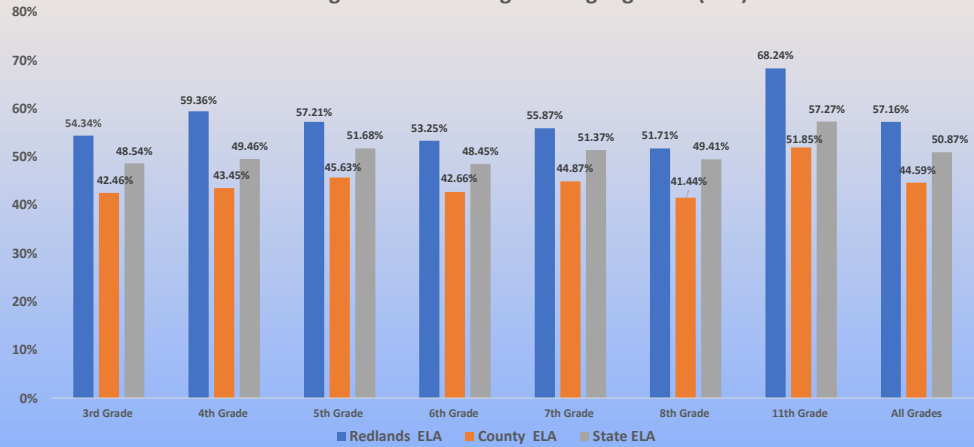


Academic Indicator

ELA

Definition:
Measures average scale score compared to the lowest available scale score for "Standard Met"

2018-2019 Percentage of Students at Met or Exceeding Standards in English Language Arts (ELA)



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CALIFORNIA ACCOUNTABILITY MEASURES

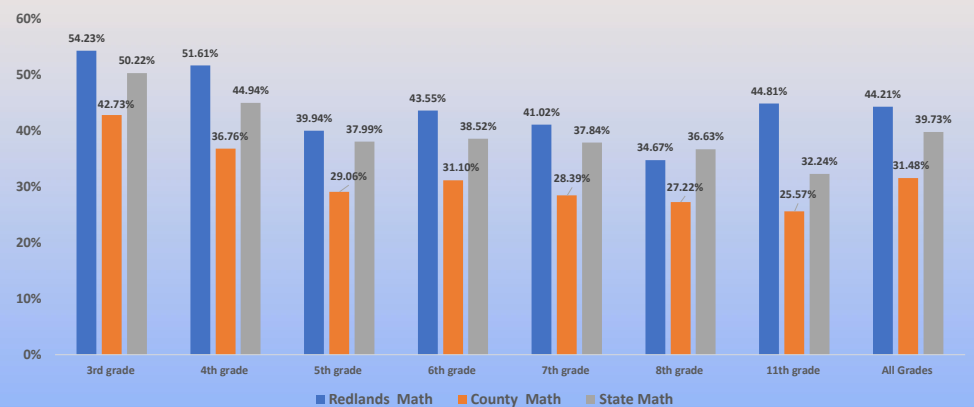


Academic Indicator

Math

Definition:
Measures average scale score compared to the lowest available scale score for "Standard Met"

2018 -2019 Percentage of Students at Met or Exceeding Standards in Math



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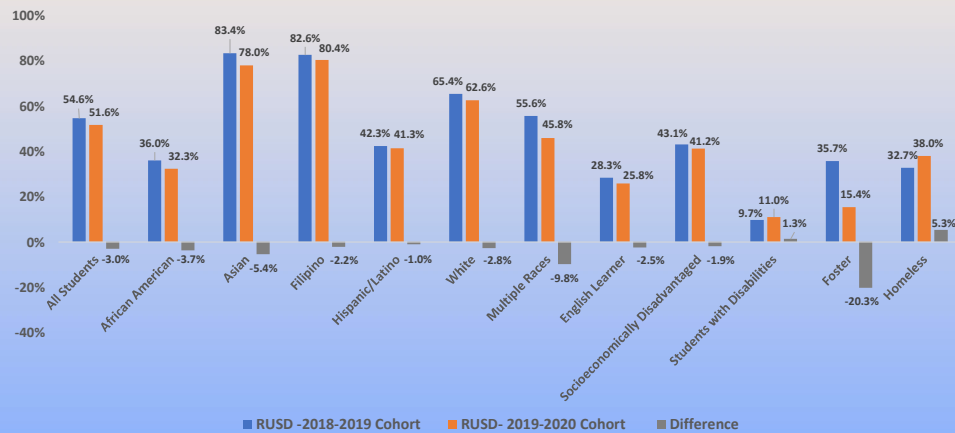
CALIFORNIA ACCOUNTABILITY MEASURES



College and Career Readiness

Definition:
Measures % students who are prepared for college or a career based on multiple factors.

Percentage of Students Prepared for College & Career by Student Group (2-Year Comparison)



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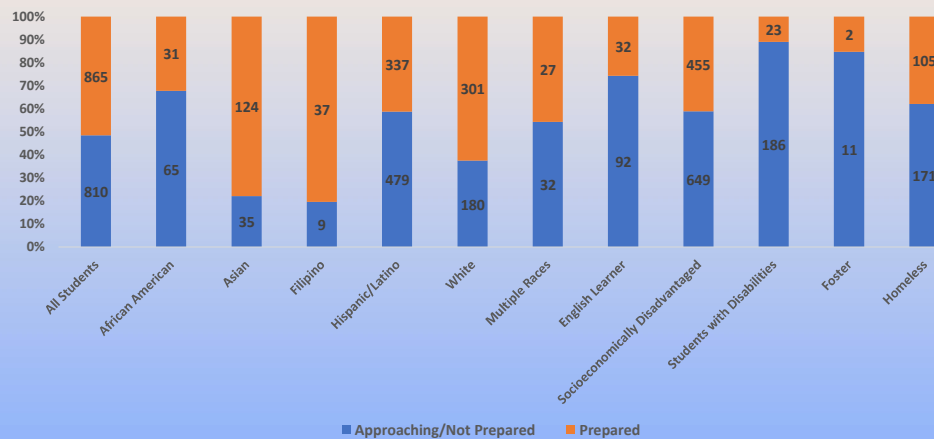
CALIFORNIA ACCOUNTABILITY MEASURES



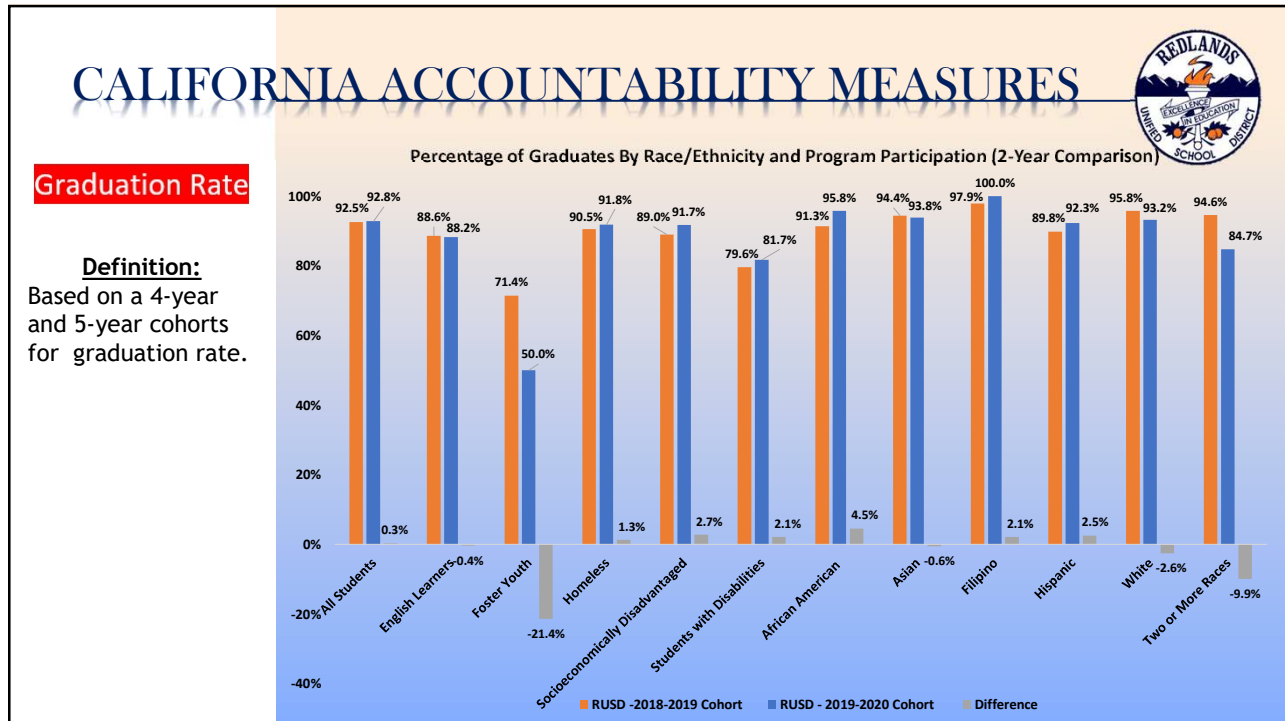
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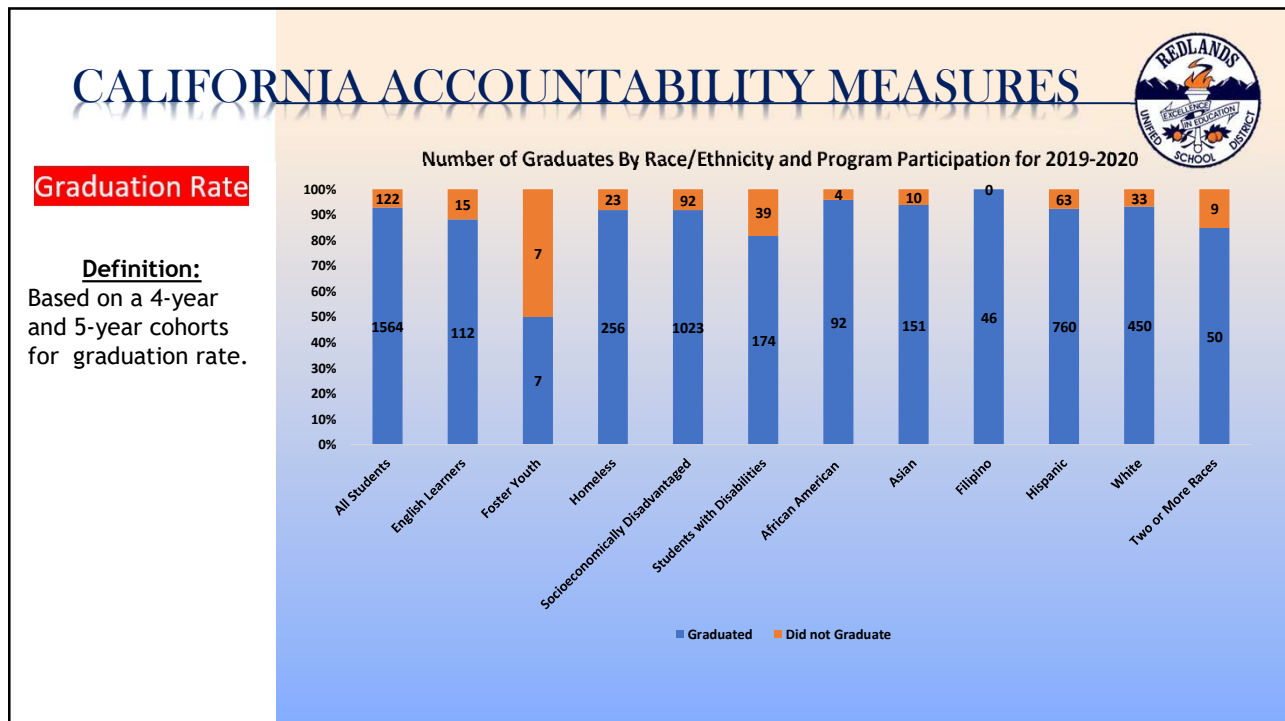
Number of Prepared Students in the Cohort by Race/Ethnicity and Program Participation for 2019-2020



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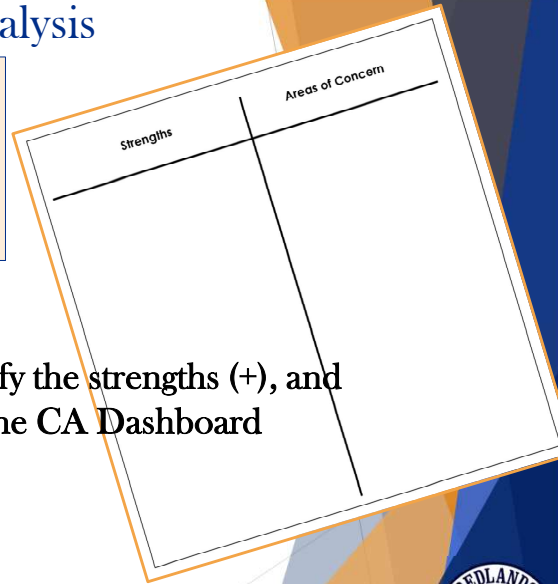
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RUSD Data Analysis

What does the student achievement and other related data tell you about the strengths and needs of our students and programs?



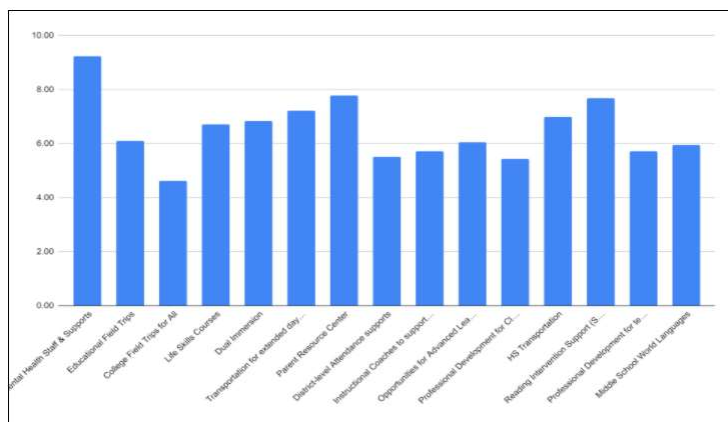
1. Use the [Jamboard link](#) provided, to identify the strengths (+), and the opportunities for growth (-) found in the CA Dashboard Indicators.



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LCAP Advisory Program Recommendations for 20-21 LCAP Implementation

New Program Recommendations



Existing Program Recommendations

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Final Thoughts...

Redlands Unified School District

Comments/Observations/Feedback

Which response relates to which Action/Service?

<https://forms.gle/XDpUQ5jjvGV9S51b9>



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Questions?

Thank You



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