



2023-24 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
African American	6.4
American Indian	0.2
Asian	8.1
Filipino	2.4
Hispanic/Latino	54.0
Pacific Islander	0.4
White	23.3
Two or More Races	4.9
Student Group	Percent of Enrollment
English Learners	8.4
Low Income	62.6
Foster Youth	0.5

Our Community



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



19,918
Students



25
Schools



2128
Staff

2023-24 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$221,266,447.69
Other State Funds	\$53,040,518.00
Local Funds	\$11,755,117.00
Federal Funds	\$10,908,576.50
Total Funds	\$296,970,659.19
Type	Totals
Personnel	\$253,592,320.00
Non-Personnel	\$43,378,339.19



2023-24 LCAP Goals and Services

GOAL

1

Provide all educational partners 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), African American (AA), 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. Educational partners 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.

\$1,079,869.50



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

\$1,317,303.00






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 & 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 & Novak, 2021, p. 139).</p>		<p>Foster Youth Low Income</p>
<p>1.3</p>	<p>Comprehensive School Counseling 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, English Learners, and low-income students to increase attendance and academic success, foster resiliency, and connect students with community resources.</p>	<p>\$6,038,452.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>1.4</p>	<p>Intervention Support Teams School sites will utilize the Intervention Support Team (IST) process to analyze data, identify students in need of support, and conduct collaborative educational partner 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>\$310,000.00</p>	 <p>English Learners Foster Youth Low Income</p>

<p>1.5</p>	<p>Character Education The Education Services Division will support school sites, through a partnership with all educational partner groups, in developing site-based plans/systems to monitor student social-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.</p> <p>With support of the Education Services division, elementary school sites will continue to develop on-campus Tier 1 and 2 positive behavior and social-emotional support systems. SEL/SEB support staff will enhance student connectedness and attendance, while also promoting PBIS strategies and organizing positive social activities. These efforts will create a sense of belonging and community for students, principally directed to support the unduplicated pupil population, benefiting both them and the overall school community. Ultimately, the school staff's dedication to creating a safe and nurturing environment will foster a positive and supportive learning environment for all.</p>	<p>\$632,760.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>1.6</p>	<p>Parent & Community Involvement 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 & Community Partnerships. This includes the creation of the 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, & 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>	<p>\$995,119.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>1.7</p>	<p>Language Assessment Center & Translation Services 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>	<p>\$397,680.00</p>	 <p>English Learners</p>
<p>1.8</p>	<p>Instructional Technology and Innovation 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.</p>	<p>\$4,677,011.00</p>	 <p>English Learners</p>

	<p>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> <ol style="list-style-type: none"> 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 2. Digital Storytelling Initiative designed to increase SBAC Listening & Speaking and Writing results 3. Teacher Training on Instructional Technology Methodology, as measured by post-training survey <p>Major Accountability Programs Include:</p> <ol style="list-style-type: none"> 1. On-going data analysis, progress monitoring, and Professional Learning Communities, as measured by improved CAASPP ELA and Math results 2. On-going district assessment development and revision, as measured by improved CAASPP ELA and Math results 		<p>Foster Youth Low Income</p>
<p>1.9</p>	<p>AVID The Educational Services Division will continue to scale up the AVID (Advancement Via Individual Determination) programs across designated TK-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>	<p>\$1,358,196.00</p>	<p> English Learners Foster Youth Low Income</p>
<p>1.10</p>	<p>Career Technical Education (CTE) 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>\$3,640,679.00</p>	<p> English Learners Foster Youth Low Income</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.		
1.11	<p>Visual & Performing Arts Education Services will increase Visual & Performing Arts (VAPA) supports to expand TK-12 course access. This includes additional staffing at the elementary and secondary levels, and a focused recruiting process to engage unduplicated students. Increased participation and access helps improve 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.</p>	\$3,816,075.00	 English Learners Foster Youth Low Income
1.12	<p>Redlands Connections League 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>	\$281,604.00	 English Learners Foster Youth Low Income
1.13	<p>Restorative Practices Research tied to the Social Determinants of Health (SDoH) indicates that unduplicated student groups oftentimes 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>	\$2,583,648.00	 English Learners Foster Youth Low Income

GOAL

2





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



<p>2.1</p>	<p>Professional Development to Support Implementation of State Standards 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. A District team comprised of an administrator, three elementary and three secondary teachers on assignment will be hired to develop and deliver staff development. As a result of the implementation of the goal, students will demonstrate increased student achievement in math and english language arts as measured by local assessments (STAR).</p>	<p>\$2,249,983.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>2.2</p>	<p>Tiered Academic Support Staff 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. To increase the support for elementary literacy skills a centralized elementary librarian, and a part-time library paraprofessional for each school will be placed. This staff will oversee the use of the school library and promote a love of literacy.</p> <p>Additional secondary teachers provide 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. Additionally, each school will be provided with a middle school library media teacher. These staff members will develop and manage an integrated library/media program and provide instruction and oversight of all textbooks, circulation system, materials, makerspace, and technologies</p>	<p>\$10,345,534.00</p>	 <p>English Learners Foster Youth Low Income</p>

	<p>available in the library/media space. Unduplicated students will be the primary recipients of these services. Increased academic performance in all areas is the intended outcome, focused on individual student growth on assessments and grades.</p> <p>To ensure an equitable and inclusive education for all students, we are uniting the principles of the Diversity, Equity, and Inclusion (DEI) framework with Universal Design for Learning (UDL) strategies. A key initiative of this approach is the assignment of teachers specifically tasked to champion inclusion. These teachers, working closely with the school staff, will identify and remove barriers to inclusion, while also providing professional development on inclusive practices, including DEI and UDL strategies.</p> <p>These educators' roles extend to supporting the deployment of evidence-based strategies, including UDL, to enhance outcomes for all students, particularly underperforming unduplicated students. UDL strategies, which emphasize multiple means of representation, engagement, and expression, harmonize with our DEI goals, equipping us to address diverse learning needs.</p> <p>By adopting the principles of DEI — diversity, acknowledging a broad spectrum of attributes; equity, signifying fairness and justice; and inclusion, fostering a culture where everyone's voice is valued — we aim to prioritize inclusion and transform our district into a just and equitable education system.</p> <p>Our services and interventions, primarily targeted at unduplicated students, focus on enhancing not only academic performance but also holistic growth across all academic areas. Performance will be monitored through grades and state dashboard indicators for student groups. This tracking allows us to gauge the effectiveness of our efforts and make necessary strategy adjustments to ensure continued student improvement and success.</p> <p>*revised May 2023</p>		
<p>2.3</p>	<p>Tiered Academic Support Plans The Education Services Division will support school sites, through a partnership with all educational partner 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>	<p>\$4,833,608.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>2.4</p>	<p>Tiered Academic Supports for Multilingual Students 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</p>	<p>\$1,010,772.00</p>	 <p>English Learners</p>

	<p>pathways to multiliteracy and seek approval of courses in A-G Pathways, so that there 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.</p>		
2.5	<p>Targeted Special Education Supports 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>	\$48,064,598.00	 Students with Disabilities
2.6	<p>Supplemental Online Instructional Programs 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>	\$250,000.00	 English Learners Foster Youth Low Income
2.7	<p>Targeted Math and Science Supports The Elementary and Secondary Education Departments, 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>	\$407,559.00	 English Learners Foster Youth Low Income
2.8	<p>College Readiness Programs 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. Student field trips to local colleges and universities will be coordinated to cultivate a college-going culture. 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>	\$905,967.00	 English Learners Foster Youth Low Income



2.9	English Learner Programs 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 services for students not meeting academic standards, as measured by an improvement in reclassification rates and ELA/Math achievement scores on CAASPP.	\$936,889.00	 English Learners
2.10	Summer School/Credit Recovery 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 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.	\$203,500.00	 English Learners Foster Youth Low Income
2.11	GATE/Advanced Learner Programs 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 equity of access to unduplicated student groups, increasing alignment of student demographics within the program to overall district student demographics, and to improving learner outcomes for identified students. Through committee work, it was determined that a revised version of the current identification assessment be utilized to ensure equity of access to unduplicated students, and students of varied backgrounds.	\$35,000.00	 English Learners Foster Youth Low Income
2.12	Extended Learning Opportunities Program The Expanded Learning Opportunities (ELO) Program provides funding for afterschool and summer school enrichment programs for kindergarten (including transitional kindergarten) through sixth grade. ELO-P will allow schools to increase service offerings that focus on developing the academic, social, emotional, and physical needs and interests of pupils and give unduplicated pupils and families the flexibility to participate based on their needs and interests.	\$10,556,985.00	 All Students K-6 Students








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 Education Partners, 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	Fully credentialed and appropriately assigned teachers and counselors 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.	\$119,083,179.00	 All Students
3.2	New Teacher Support Program 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.	\$3,952,544.00	 English Learners Foster Youth Low Income

3.3	<p>Access to Materials 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.</p>	\$1,690,325.69	 All Students
3.4	<p>Access to Supplemental Materials 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 this data to close the achievement gap in english language arts and math as measured by state assessments.</p>	\$156,000.00	 English Learners Foster Youth Low Income
3.5	<p>Basic Facilities Operations 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.</p>	\$22,418,181.00	 All Students
3.6	<p>Enhanced Facilities Projects Special projects, such as the Garner Holt labs, Z-Space labs, Outdoor Learning Spaces, 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.</p>	\$1,220,320.00	 English Learners Foster Youth Low Income
3.7	<p>School and Student Safety 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.</p>	\$5,353,264.00	 All Students
3.8	<p>Transportation The Business Services Division will develop a district-wide TK-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.</p>	\$4,887,976.00	 English Learners Foster Youth Low Income
3.9	<p>Operational Support Services and Classified Support Personnel 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.</p>	\$24,023,979.00	 All Students
3.10	<p>Access to Internet and/or Devices The Educational Services Division will provide staffing and materials to support access to internet, devices, district communications, and online instructional materials for all</p>	\$5,075,717.00	




	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.		English Learners Foster Youth Low Income
3.11	LCAP Program Coordination & Advisory Committees The Educational Services Division will provide staffing and resources to all Redlands USD educational partner 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.	\$455,846.00	 English Learners Foster Youth Low Income


GOAL

4

Redlands USD will decrease the gap between youth in foster care and general student population with regard to chronic absenteeism, school discipline rates, and participation in social-emotional supports.



4.1	Foster Youth Staff Retention and Training Educational Services will retain, train, and supervise Academic Case Carrier/Foster Youth Support staff to ensure they have adequate time, knowledge, trauma-informed training, and resources to meet the academic and social-emotional needs of youth in foster care. The effectiveness of this action will be measured by improvement in the chronic absenteeism and suspension rates for foster youth on the California Dashboard.	\$1,699,536.00	 Foster Youth
4.2	Staff Trauma Training Educational Services will provide trauma informed training for all school site staff to improve understanding and response to the physical and emotional trauma experienced by students in foster care. The effectiveness of this action will be seen in the increased use of restorative practices and a decrease in suspensions.	\$10,000.00	 Foster Youth
4.3	Foster Youth Participation Educational Services will review, and revise as needed, district policies to increase access to and improve participation of youth in foster care in available school-based social-emotional resources and positive behavior intervention systems and restorative justice programs, including trauma-informed mental health services. Educational Services will review, and revise as needed, district policies to remove barriers (e.g., fees, transportation, uniforms, equipment, reviewing individual student contracts re: attendance, discipline, and grades) to accessing school and extra-curricular activities. Educational Services will ensure the provision of additional pathways to exemptions from district requirements for highly mobile and/or traumatized youth, while allowing youth to continue to attend comprehensive school sites. Educational Services will provide focused groups and additional learning opportunities to increase community building and advocacy skills for youth in foster care. These opportunities could include activities such as specialized clubs, youth conferences, leadership days, guest speakers, fields trips, and/or special events (ie. Independent City,	\$10,000.00	 Foster Youth

	Wellness Days, etc). The effectiveness of this action will be seen in the outcomes of the Goal 4 metrics.		
4.4	<p>Foster Youth School Discipline Educational Services will review policies and practices to ensure that youth in foster care experiencing school discipline receive timely notification to education rights holder, attorney, county social worker or the Indian child’s tribal social worker, if applicable, of such discipline.</p> <p>Educational Services will review district policies around discipline for youth in foster care to ensure practices are trauma informed and focused on de-escalation. The process will ensure that lagging skills have been identified and taught, unmet needs are identified and met, alternative means of correction have been consistently utilized, and that ACC counselors are involved in any disciplinary processes. With RCSS department support, individualized student behavior support plans will be created for youth in need including, as appropriate: limiting off campus suspensions, using restorative conferencing instead of discipline wherever possible and always upon return back to school.</p> <p>This action will be measured by the improvement of suspension rates on the California Dashboard for Foster Youth and through student feedback on the School Climate Survey.</p>	\$5,000.00	 <p>Foster Youth</p>

Educational Partner	Major Changes for 2023-24	We Want to Increase	We Want to Decrease
<p>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 programs. Members serve for two years and are selected through a volunteer application process.</p> <p>The LCAP Advisory Committee met five (5) times from February through May 2021 to review student achievement and program data, as well as student, staff and family perception data. Recommendations from the committee were shared with the Board of Education and guided the development of the LCAP.</p>	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Rubicon Atlas Scope and Sequence

Redlands Unified School District

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