



2024-25 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	6.3
American Indian	0.2
Asian	7.8
Filipino	2.4
Hispanic/Latino	55.1
Pacific Islander	0.3
White	22.3
Two or More Races	5
Student Group	Percent of Enrollment
English Learners	8.2
Low Income	67.4
Foster Youth	0.5

Our Community



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



19773

Students



25

Schools



2128

Staff

2024-25 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$78,709,296.00
Other State Funds	\$19,898,187.00
Local Funds	\$15,305,611.00
Federal Funds	\$5,475,604.00
Total Funds	\$119,388,698.00
Type	Totals
Personnel	\$97,058,819.00
Non-Personnel	\$22,329,879.00





2024-25 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 school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.





<p>1.1</p>	<p>Tiered Social-Emotional and Mental Health Supports The Educational Services Division is equipping schools with social-emotional learning curriculum and tiered SEL/mental health supports for students, to build competency in self-management, self-awareness, social awareness, relationship skills, and responsible decision making to create positive and inclusive learning environments. When students have a healthy sense of socio-emotional well-being and feel included in a positive learning environment, there is a greater likelihood they will build connections at school resulting in an increase in attendance rates, a decrease in chronic absenteeism, and lower drop-out rates. Although all students will benefit from these supports and services, this action is principally directed to Foster Youth, English Learners, and Low-Income students.</p> <ul style="list-style-type: none"> • Provide Tier 3 staffing (e.g., FTE: director, licensed mental health provider, support staff; Hourly: mental health associate clinicians) • Provide professional development and training • Provide instructional materials and supplies (i.e., SEL curriculum, wellness materials) <p>The efficacy of this action will be reflected in these metrics: M1.1-1.19, M1.34-1.38</p>	<p>\$820,000.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>1.2</p>	<p>Positive Behavior Supports The Educational Services Division is equipping school sites with tools and support for promoting positive student behaviors, to increase student connectedness and improve attendance while reducing undesired behaviors. Increased connectedness can be seen through greater participation in clubs, activities, and school events as well as a decrease in suspension rates. While all students will benefit from positive behavior supports and services, this action is principally directed to support Foster Youth, English Learners, and Low-Income students.</p> <ul style="list-style-type: none"> • Provide Tier 3 staffing (e.g., BCBA coordinator, paraprofessionals) • Provide professional development and training • Provide subscriptions and fees (i.e., PBIS Apps, 5Star, ASB) • Provide materials and supplies <p>The efficacy of this action will be reflected in these metrics: M1.20-1.33, M1.36-1.38,</p>	<p>\$1,025,000.00</p>	 <p>English Learners Foster Youth Low Income</p>

	M1.41		
1.3	<p>Restorative Practices The Educational Services Division is providing support systems, staffing, and training in restorative practices for schools to manage conflict and build relationships, especially to support Foster Youth, English Learners, and Low-Income students, who are disproportionately affected by ACEs.</p> <ul style="list-style-type: none"> • Provide professional development and training • Provide materials and supplies • Provide staffing (e.g., administrators, support staff) <p>The efficacy of this action will be reflected in these metrics: M1.20-1.33</p>	\$1,505,000.00	 English Learners Foster Youth Low Income
1.4	<p>Comprehensive School Counseling Program The District will provide additional site-based counseling support at elementary and secondary school sites, targeting at-promise academic conferencing, college and career readiness lessons and activities, and focused social-emotional learning groups for unduplicated students. This effort is primarily designed to meet the specific needs of Low-Income students, Foster Youth, and English Learners, aiming to enhance student connectedness and improve attendance.</p> <ul style="list-style-type: none"> • Provide staffing (e.g., counselors, program specialists, support staff) • Provide materials and supplies • Provide professional development and training opportunities <p>The efficacy of this action will be reflected in these metrics: M1.1-1.19, M1.39, M2.1</p>	\$5,625,500.00	 English Learners Foster Youth Low Income
1.5	<p>Comprehensive School Counseling: Academic Case Carrier Program The Academic Case Carrier program will continue to offer Tier 3 supports, primarily directed toward foster youth and low-income students. This initiative aims to enhance attendance and academic success, build resiliency, and facilitate connections with community resources for these students.</p> <ul style="list-style-type: none"> • Provide staffing (e.g., counselors, administrators, support staff) • Provide materials and supplies to support foster youth and low-income students <p>The efficacy of this action will be reflected in these metrics: M1.16-1.19, M1.26-1.32, M1.34-1.35, M1.39; 2.21, 2.24, 2.25</p>	\$1,420,730.00	 Foster Youth Low Income
1.6	<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 and will be principally directed toward English Learners, Foster Youth, and Low-Income students performing below grade level standards. The intent of</p>	\$180,000.00	 English Learners Foster Youth

	<p>this action is to identify and mitigate barriers to student success.</p> <ul style="list-style-type: none"> • Provide hourly compensation for site IST leadership • Provide training and support materials <p>The efficacy of this action will be reflected in these metrics: M1.34, M1.35, M2.1-2.12</p>		Low Income
1.7	<p>Parent & Community Involvement</p> <p>The District will provide staff focused on equity, communication, and family connection support to implement capacity-building opportunities and family outreach to partner in increasing student engagement and reducing chronic absenteeism, with a focus on English Learner, Foster Youth, and Low-Income student families.</p> <ul style="list-style-type: none"> • Provide staffing (e.g., equity coordinator, parent/family liaisons, communications team) • Provide parent/family training and engagement opportunities • Provide materials and supplies for parent & community advisory groups (i.e., DELAC, DAAPAC, SEPAC) <p>The efficacy of this action will be reflected in these metrics: M 1.2, M1.36, M1.43, M1.44</p>	\$1,300,000.00	 English Learners Foster Youth Low Income
1.8	<p>Language Assessment Center & Translation Services</p> <p>The Language Assessment Center will provide translation and interpretation services, and coordinate assessment programs for English learners, to improve communication with families and support student reclassification and attendance. Additionally, the Language Assessment Center staff conducts the initial screening and assessment of students identified through the enrollment process as possible English Learners. The screening and assessment determines if a student is classified as English-Only or at a level of English learner when they enter school. As such, this action is principally directed to support low-income and foster youth students from families who speak languages other than English, in addition to English Learners.</p> <ul style="list-style-type: none"> • Provide staffing (e.g., translators, language assessment staff, bilingual stipends) • Provide contracted translation services • Provide materials and supplies <p>The efficacy of this action will be reflected in these metrics: M1.1, M1.43, M1.44, M2.18</p>	\$584,000.00	 English Learners Foster Youth Low Income
1.9	<p>Career Technical Education (CTE)</p> <p>Educational Services will provide support for academic services and progress monitoring, to support increases in student A-G and Career Technical Education (CTE) completion rates. Although all students will benefit from additional personnel, this action is principally directed toward Low- Income students, English Learners, and Foster Youth.</p> <ul style="list-style-type: none"> • Provide staffing to support College and Career (i.e., Career Center Teachers, extra hourly staff compensation) 	\$3,150,000.00	 English Learners Foster Youth Low Income

	<ul style="list-style-type: none"> • Provide instructional materials and equipment • Maintain the contract with CRY-ROP to provide additional pathways and support at Redlands USD schools • Provide admission and transportation for field trips which promote college and career preparedness <p>The efficacy of this action will be reflected in these metrics: M1.35, M1.45, M2.24-2.28</p>		
1.10	<p>Visual & Performing Arts Education Services will provide for students to engage in Visual and Performing Arts programs districtwide to improve school engagement and provide a sense of belonging especially for students in unduplicated student groups. This action principally supports Low-Income students, Foster Youth, and English Learners.</p> <ul style="list-style-type: none"> • Provide staffing to support VAPA (including FTE: Music Teachers, support staff) • Provide hourly support for VAPA programs • Provide instructional materials to support VAPA (i.e., sheet music, instruments, consumable materials, etc.) • Provide transportation to educational field trips and showcases <p>The efficacy of this action will be reflected in these metrics: M1.3-1.15, M1.21-1.25, M1.42</p>	\$1,150,000.00	 <p>English Learners Foster Youth Low Income</p>
1.11	<p>Redlands Connection League The Student Services Department will coordinate the Redlands Schools Connections League (RSCL) (middle school athletics) to build character through athletics to increase connectedness and SEL competencies. This action principally supports English Learners, Low-Income students, and Foster Youth.</p> <ul style="list-style-type: none"> • Provide staffing to support RSCL (i.e., coordinator, hourly staff for coaching and supervision) • Provide materials and services to support RSCL (i.e., equipment, pinnies, line striping) • Provide transportation to athletic events <p>The efficacy of this action will be reflected in these metrics: M1.16-1.19, M1.34, M1.40</p>	\$500,000.00	 <p>English Learners Foster Youth Low Income</p>
1.12	<p>Health & Wellness Services The Student Services Department will improve the physical wellness of students by providing health supports including nurses and health aides at school sites. Although all students will benefit from health services, the action is principally directed at Low-Income students and Foster Youth. This action will support positive attendance rates and a sense school connectedness for low-income and foster youth students.</p> <ul style="list-style-type: none"> • Provide staffing (e.g., registered nurses, health aides) • Provide materials and supplies 	\$550,000.00	 <p>Foster Youth Low Income</p>


	The efficacy of this action will be reflected in these metrics: M1.1-1.19, M1.36		
1.13	<p>Targeted Attendance Support</p> <p>The District will help improve student attendance by providing attendance staff at all school sites principally directed to supporting English Learners, Low-Income, and Foster Youth students.</p> <ul style="list-style-type: none"> Provide staffing (e.g., attendance clerks, attendance technicians) <p>The efficacy of this action will be reflected in these metrics: M1.1-1.19</p>	\$900,000.00	 <p>English Learners Foster Youth Low Income</p>
1.14	<p>Targeted Enrollment Support</p> <p>The Enrollment Department will provide targeted enrollment support principally directed at Foster Youth. This will promote positive attendance and enrollment without undue delays. While all students will benefit from this support, it is principally directed to the support the unique needs of Foster Youth.</p> <ul style="list-style-type: none"> Provide staffing (e.g., clerical additional time) Provide Materials <p>The efficacy of this action will be reflected in these metrics: M1.1, M1.2</p>	\$310,000.00	 <p>Foster Youth</p>





GOAL




2




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




2.1	<p>Professional Development to Support Implementation of State Standards</p> <p>The Educational Services Division will provide professional development - training, coaching, and collaboration - for teachers and instructional staff to implement effective instruction in state standards (TK-12) which includes evidence-based strategies for intervention, differentiation, scaffolding to standards, and Universal Design for Learning (UDL); focusing on meeting increasing academic achievement in ELA and Math of English Learner, Foster Youth, and Low Income students.</p> <ul style="list-style-type: none"> Provide staff to lead professional development (e.g., Teachers on Assignment, Administration, Support Staff) Provide hourly pay and daily compensation to attend professional development Provide staff with training to be able to: <ul style="list-style-type: none"> differentiate instruction based on students' needs implement standards-aligned curriculum implement instructional best practices 	\$990,000.00	 <p>English Learners Foster Youth Low Income</p>
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	The efficacy of this action will be reflected in these metrics: M2.1-2.12, M2.31		
2.2	<p>Tiered Academic Support</p> <p>The District will provide additional core academic staff dedicated to providing specialized Tier 2 support to address the academic needs of students, particularly those not meeting grade-level expectations. This measure aims to ensure that every student receives the attention and instruction they need to thrive academically. This initiative is especially aimed at English Learners, Foster Youth, and Low-Income students, ensuring they receive the targeted assistance necessary to elevate their academic performance.</p> <ul style="list-style-type: none"> • Provide additional teachers to school sites (all levels) <p>The efficacy of this action will be reflected in these metrics: M2.1-2.12, M2.29, M2.30</p>	\$2,890,203.00	 <p>English Learners Foster Youth Low Income</p>
2.3	<p>Tiered Literacy Supports</p> <p>The Educational Services Division will promote literacy and increase reading proficiency by providing sites with supports for school libraries principally directed to English Learners, Foster youth, and Low-Income students. Well-resourced libraries and knowledgeable staff foster reading skills, which are expected to improve performance on assessments like the CAASPP SBAC and Star reading tests, as well as support overall academic achievement, including in mathematics.</p> <ul style="list-style-type: none"> • Provide staffing (e.g., librarians, paraprofessionals, and hourly compensation) • Provide instructional materials and supplies <p>The efficacy of this action will be reflected in these metrics: M2.1-2.12, M2.29, M2.30</p>	\$830,000.00	 <p>English Learners Foster Youth Low Income</p>
2.4	<p>Tiered Academic Supports for Multilingual Students</p> <p>The Education Services Division will increase English language proficiency and reclassification rates 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 multi-literacy.</p> <ul style="list-style-type: none"> • Provide staffing to support English Learner Student Achievement (e.g., Director, Program Specialists, support staff) • Provide staff with training to be able to address the needs for reclassification of English Learners (i.e., conferences, workshops, etc.) <p>The efficacy of this action will be reflected in these metrics: M2.13-2.18, M2.32-2.33</p>	\$820,000.00	 <p>English Learners</p>
2.5	<p>Long-Term English Learner Program</p> <p>The district will provide dedicated EL staff specifically aimed at addressing the academic needs of Long-Term English Learners (L-TELEs), focusing on tiered support for these students who are not meeting academic standards. District staff will provide staff</p>	\$1,060,000.00	 <p>English Learners</p>

	<p>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 L-TEL students not making adequate progress. Staff will review ELD content-area classes and Long-Term EL intervention classes to build pathways to multi-literacy. The purpose of this action is to increase English language proficiency to reduce the number of L-TELEs in the district.</p> <ul style="list-style-type: none"> • Provide secondary EL teachers • Provide instructional materials <p>The efficacy of this action will be reflected in these metrics: M2.13-2.19, M2.32-2.33</p>		
<p>2.6</p>	<p>Supplemental Instructional Supports The Education Services Division will provide supplemental, evidence-based instructional materials to support the implementation of academic programs and target learning recovery efforts for underperforming student groups. The purpose is to close academic achievement gaps and ensure all students have access to high-quality instructional resources tailored to their needs. Although all students will benefit from supplemental materials, the action is principally directed at English Learners, Low-Income, and Foster Youth students.</p> <ul style="list-style-type: none"> • Provide instructional materials (i.e., consumable materials, books, intervention programs, subscriptions/licenses, etc.) <p>The efficacy of this action will be reflected in these metrics: M2.1-2.12, M2.31</p>	<p>\$600,000.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>2.7</p>	<p>Advancement Via Individual Determination (AVID) The Educational Services Division will increase college and career preparedness by implementing Advancement Via Individual Determination (AVID) programs at school sites districtwide (elementary, middle, and high school). Although all students will benefit from the implementation of the AVID program at sites, this action is principally directed toward Low-Income and Foster Youth students.</p> <ul style="list-style-type: none"> • Provide hourly support for the implementation of AVID (e.g., college tutors) • Provide staff for the implementation of AVID (e.g., site lead teachers) • Provide staff with training to be able to address the needs of Low-Income students (i.e., conferences, workshops, etc.) • Provide instructional materials to support instruction (i.e., digital access to AVID materials, AVID program fees, instructional supplies, etc.) <p>The efficacy of this action will be reflected in these metrics: M1.3, M1.9, M1.11, M1-12, M1.15-1.19, M1.25-1.32, M2.3, M2.6-2.11, M2.21, M2.25, M2.30</p>	<p>\$1,500,000.00</p>	 <p>Foster Youth Low Income</p>
<p>2.8</p>	<p>College and Career Readiness Programs Educational Services will provide professional development and support various programs to ensure no financial barriers prevent full participation of unduplicated student groups in college readiness activities. While all student will benefit from this support, this</p>	<p>\$910,000.00</p>	 <p>Foster Youth</p>

	<p>action is principally directed toward Low-Income and Foster Youth students.</p> <ul style="list-style-type: none"> • Provide access to Advanced Placement (AP), PSAT, and SAT exams (i.e., fees, boot-camps, materials) • Provide staff with training to be able to address the needs of Low-Income students (i.e., conferences, workshops, etc.) • Offer Dual Enrollment (DE) programs through partnerships with the Community College District • Provide field trips to local colleges and universities to cultivate a college-going culture <p>The efficacy of this action will be reflected in these metrics: M2.20-2.28, M2.34</p>		Low Income
2.9	<p>Summer School/Credit Recovery</p> <p>High School sites will offer programs for students off-track for graduation, focusing on accelerating progress for Foster Youth, English Learners, and Low-Income students. This is measured by an increase in graduation rates and college/career preparedness for these students.</p> <ul style="list-style-type: none"> • Provide staff for summer school opportunities (i.e. teachers, support staff) • Provide staff compensation for providing credit recovery courses • Provide instructional materials for summer school and credit recovery <p>The efficacy of this action will be reflected in these metrics: M2.21-2.28, M2.34</p>	\$720,000.00	 English Learners Foster Youth Low Income
2.10	<p>Instructional Technology and Innovation</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 meet or exceed grade level content standards. While all students will benefit from this action, it is principally directed to support English Learners, Foster Youth, and Low Income students.</p> <ul style="list-style-type: none"> • Provide district staff to provide professional development, data analysis, and support for implementation of innovation initiatives (i.e., Director, Coordinators, Teachers on Assignment, support staff) • Provide instructional materials, equipment, and supplies for instructional technology and innovation programs (i.e., specialized technology, maker space consumables, etc.) • Provide ongoing data analysis and progress monitoring to inform instruction <p>The efficacy of this action will be reflected in these metrics: M2.1-2.12, M2.30</p>	\$2,220,000.00	 English Learners Foster Youth Low Income
2.11	<p>Targeted Special Education Supports</p> <p>District and site-based staff will provide targeted Special Education supports for students in general education and separate class settings for students age 3-22. Additional supports and services include: extended school year (ESY), adult transition program, language and speech services, occupational therapy, adaptive physical education, and</p>	\$57,074,766.00	 Students with Disabilities



	<p>transportation provided based on IEP team determination to address disability needs and close the achievement gap.</p> <ul style="list-style-type: none"> • Provide specialized district and site staff (including Redlands USD employees and contracted services) • Provide instructional materials, equipment, and supplies • Provide coaching, professional development, and administrative support 		
2.12	<p>Expanded Learning Opportunities Program The Expanded Learning Opportunities (ELO) Program provides funding for after school 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.</p> <ul style="list-style-type: none"> • Provide designated district and site staff • Provide instructional materials, equipment, and supplies • Provide expanded learning opportunities through assemblies and field trips, including opportunities during school breaks and on weekends • Provide coaching, professional development, and administrative support 	\$15,955,916.00	 All Students


GOAL




3

Redlands Unified School District will implement the actions described below, which relate to teachers, materials, and facilities, in order to ensure that progress made within Goal 1, Engagement of All , and 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	<p>Recruitment and Retention of Qualified Staff The Human Resources Department will recruit, hire, and retain highly qualified, experienced staff for schools with the highest Unduplicated Pupil Percentage (UPP) to improve achievement in ELA, Math, and ELD. Although all students will benefit from an experienced staff, this action is principally directed at English Learners, Low-Income, and Foster Youth students.</p> <ul style="list-style-type: none"> • Provide staff to support hiring and retention of highly qualified staff: (e.g., personnel support staff) • Develop coaching and mentoring structures • Host recruitment fairs and actively seek experienced staffing candidates <p>The efficacy of this action will be reflected in these metrics: M2.1-2.11, M3.1</p>	\$991,338.00	 English Learners Foster Youth Low Income
3.2	<p>New Teacher Support Program The Human Resources Division will support new teachers, especially those in schools with a higher Unduplicated Pupil Percentage (UPP), by bolstering the new teacher induction program, which includes professional development and evidence-based</p>	\$400,000.00	 English Learners

	<p>strategy modeling to improve student outcomes on state assessments. Although all students will benefit from well trained teachers, this action is principally directed at English Learners, Low-Income, and Foster Youth students.</p> <ul style="list-style-type: none"> • Provide staff to support new teachers: (e.g., Induction Lead (TOA), support staff; hourly compensation for induction coaches) • Develop coaching and mentoring structures (training, professional development, induction support) <p>The efficacy of this action will be reflected in these metrics: M2.1-2.11, M3.1</p>		<p>Foster Youth Low Income</p>
<p>3.3</p>	<p>Access to Internet and/or Devices The Technology Services and Innovation, Technology, and Innovation Departments will supplement online programs and services to improve student achievement in ELA and Math by providing additional technology and support, above and beyond the Williams requirement. Although all students will benefit from additional support, this action is principally directed toward Low-Income students and Foster Youth.</p> <ul style="list-style-type: none"> • Provide staffing to support technology (e.g., Director, systems and network specialists, helpdesk staff) • Provide access to online programs and services (i.e., Google, Gaggle, etc.) • Provide access to educational technology to support classroom instruction (i.e. laptops, tablets, desktops, Newline boards, etc.) <p>The efficacy of this action will be reflected in these metrics: M2.1-2.11, M3.2, M3.4</p>	<p>\$3,800,000.00</p>	 <p>Foster Youth Low Income</p>
<p>3.4</p>	<p>Access and Opportunities The Categorical Programs Department will provide site-based personnel, supplemental instructional programs and materials, technology, professional development, and parent-family engagement opportunities, based on the needs of individual schools as outlined in each school's School Plan for Student Achievement (SPSA) to support and improve the English Language Arts and Mathematics instructional programs. To promote positive school climates, improve attendance, and reduce suspensions, plans will include strategies and activities to address social-emotional, behavioral, and mental health needs as identified through a comprehensive needs assessment. SPSAs are aligned to this LCAP. Although all students will benefit from access and opportunities, this action is principally directed at English Learners, Low-Income students, and Foster Youth.</p> <ul style="list-style-type: none"> - Provide staffing (i.e. support staff, family engagement staff, teachers, aides, substitute teachers, extra hourly compensation) - Provide staff with training (i.e. conferences, consultants, books, coaching) - Provide instructional materials (i.e. instructional supplies, intervention consumable materials, technology) - Provide entrance fees and transportation costs for educational field trip opportunities <p>School Plans can be found here: https://www.redlandsusd.net/fs/admin/site/pages/19683</p>	<p>\$3,861,769.00</p>	 <p>English Learners Foster Youth Low Income</p>

	The efficacy of this action will be reflected in these metrics: M1.1, M1.2, M2.1, M2.12, M2.13, M2.18, M2.25, M3.2, M3.4		
3.5	<p>Enhanced Facilities Projects</p> <p>The Business Services Division will implement enhanced facilities projects to develop innovative learning spaces, such as Garner Holt labs, Z-Space labs, Outdoor Learning Spaces, and enhanced innovation library spaces, principally directed toward Equity Support Program (ESP) sites with high numbers of unduplicated student populations. These innovative learning spaces aim to create enthusiasm for learning, support student connectedness to school sites, and provide equitable access and opportunities for foster youth, English learners, and low-income students. Sites will be identified for these projects through the use of data on unduplicated student groups and achievement gaps. While all students will benefit from these innovative learning spaces, the action is principally directed to support the needs of foster youth, English learners, and low-income students by targeting schools with high concentrations of these student groups and addressing contributing factors to achievement gaps.</p> <ul style="list-style-type: none"> • Provide staffing (i.e., coordinators and support staff) • Provide materials and supplies (i.e., construction materials, technology, furniture) • Provide contracted services for facility improvement <p>The efficacy of this action will be reflected in these metrics: M1.1, M1.2, M3.3</p>	\$1,148,485.00	 <p>English Learners Foster Youth Low Income</p>
3.6	<p>Transportation</p> <p>The Transportation Services Department will ensure access to in-person instruction by providing transportation services. Although all students will benefit from transportation services, this action is principally directed to Low-Income and Foster Youth students.</p> <ul style="list-style-type: none"> • Provide staff to support transportation (e.g., Director, drivers, bus aides, support staff) • Provide transportation (i.e., district transportation, city bus passes) <p>The efficacy of this action will be reflected in these metrics: M1.1, M1.2</p>	\$3,220,000.00	 <p>Foster Youth Low Income</p>
3.7	<p>LCAP Program Coordination</p> <p>The District 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 low-income students, foster youth, and English learners.</p> <ul style="list-style-type: none"> • Provide staffing (i.e. Coordinator and support staff) • Provide materials and supplies <p>The efficacy of this action will be reflected in these metrics: M3.5</p>	\$392,310.00	 <p>English Learners Foster Youth Low Income</p>

GOAL

4

Redlands Unified School District will leverage the LCFF Equity Multiplier funds to systematically address the educational disparities and barriers faced by underserved students, including low-income students, English learners, students with disabilities, African-American students, Hispanic/Latino students, homeless students, and foster youth, thereby promoting academic achievement and well-being for all students at Orangewood High School by the end of the 2026-2027 school year.







Based on the 2023 California School Dashboard, Orangewood High School student groups are performing in the lowest range in the following indicators:

Suspension Rate - All students, Hispanic or Latino, and Low-Income students (metric 4.1)

Graduation Rate - All students, Hispanic or Latino, Low-Income, and Homeless students (metric 4.2)

College/Career Indicator - All students, English Learners, Hispanic or Latino, Low-Income, and Homeless students (metric 4.3)

<p>4.1</p>	<p>Tier I: Behavioral and Attendance Supports Orangewood High School will develop and implement Tier I behavior and attendance supports for all students designed to reduce the rate of suspension and increase attendance.</p> <ul style="list-style-type: none"> • Provide additional staff to coordinate implementation (e.g. Assistant Principal, counselor) • Develop and implement Tier 1 supports • Implement alternatives to suspension, restorative justice, and attendance recovery procedures <p>The efficacy of this action will be reflected in these metrics: M4.1, M4.5</p>	<p>\$205,000.00</p>	 <p>All Students</p>
<p>4.2</p>	<p>Tier II: Counseling Supports Orangewood High School will develop and implement Tier II counseling supports for all students designed to increase attendance and promote student well-being leading to increased engagement. OHS will hire an additional 60% counselor to serve all students at the site level like the service of the Academic Case Carriers (Action 1.5) at the district level. This focused and readily available support will be able to address the immediate and unique needs of students attending continuation high school.</p> <ul style="list-style-type: none"> • Provide supplemental staffing (e.g. 60% FTE counselor, additional hourly compensation for support staff) • Provide tiered interventions including enhanced communication, counseling, access to SEL and mental health supports, and meeting with administration • Support positive attendance (i.e. Attendance committee, incentives) • Provide materials and supplies for adequate program facilitation <p>The efficacy of this action will be reflected in these metrics: M4.1-M4.5</p>	<p>\$90,000.00</p>	 <p>All Students</p>
<p>4.3</p>	<p>Tier III: Social-Emotional and Mental Health Supports Orangewood High School will provide Tier III social-emotional and mental health support on campus for all students designed to promote student well-being leading to increased engagement. These on-campus Tier III supports are in addition to existing district-level</p>	<p>\$65,000.00</p>	 <p>All Students</p>

	<p>supports.</p> <ul style="list-style-type: none"> • Provide staffing (e.g., on-campus mental health specialist) • Provide support materials and supplies <p>The efficacy of this action will be reflected in these metrics: M4.4</p>		
4.4	<p>Supplemental Professional Development Orangewood High School will provide access to supplemental professional development for staff in areas such as MTSS practices, credit recovery options, restorative justice, and rigorous academic supports to improve behavioral and academic outcomes, especially for students attending continuation high school.</p> <ul style="list-style-type: none"> • Provide associated fees for professional development (i.e., Conference fees, travel expenses) • Provide substitute coverage for staff attending professional development <p>The efficacy of this action will be reflected in these metrics: M4.1-4.4</p>	\$28,400.00	 All Students

GOAL


5


Redlands Unified School District will leverage the LCFF Equity Multiplier funds to systematically address the educational disparities and barriers faced by underserved students, including low-income students, English learners, students with disabilities, African-American students, and foster youth, thereby promoting academic achievement and well-being for all students in District programs including Redlands Independent Study Education (RISE) and Home/Hospital Education (HHE) by the end of the 2026-2027 school year.




Since "District Programs" is not a school site identified on the California Schools Dashboard, local data was compiled and reviewed. The need to support positive attendance was identified. Progress will be monitored through Metrics 5.1 and 5.2.

Attendance Rates:
Home/Hospital Education - All students, Low-Income students, English Learners, Foster Youth, African American students, and Students with Disabilities (metric 5.1)
Redlands Independent Study (RISE) - African American students (metric 5.1)

Chronic Absenteeism (elementary only for RISE): All, Low-Income students, and African American students (metric 5.2)



5.1	<p>Community Connections The District Programs will build and maintain positive relations with local medical facilities and community agencies to ensure students eligible for home/hospital education (HHE) are identified, enrolled, and supported in a timely manner.</p> <ul style="list-style-type: none"> • Provide additional staff to maintain communication with community agencies • Coordinate efficient processes with community agencies 	\$50,000.00	 All Students
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	<ul style="list-style-type: none"> Coordinate with Special Services to ensure any and all special education needs are addressed in accordance with the student's Individualized Education Plan (IEP), as applicable. <p>The efficacy of this action will be reflected in these metrics: M5.6</p>		
5.2	<p>Program Facilitation and Tiered Interventions</p> <p>The District Programs will support student engagement & participation in independent study (RISE) and home/hospital education (HHE) through program facilitation and additional tiered interventions to increase attendance, reduce non-stability rates, and improve academic outcomes for included students.</p> <ul style="list-style-type: none"> Provide additional staffing to improve communication with families and to facilitate program implementation (e.g., program facilitator, counselor, support staff) Provide additional tiered interventions including enhanced communication, counseling, access to SEL and mental health supports, and meeting with administration Provide additional, suitable office and meeting space to support staff, students, and families Provide supplemental materials and supplies for adequate program facilitation <p>The efficacy of this action will be reflected in these metrics: M5.1-5.6</p>	\$300,000.00	 All Students
5.3	<p>Additional Instructional Opportunities</p> <p>The District Programs will provide additional learning opportunities through mandatory and optional tutoring for students in independent study (RISE) and home/hospital education (HHE) to improve academic outcomes and college & career readiness.</p> <ul style="list-style-type: none"> Provide staffing (e.g., extra hourly compensation, additional teaching staff) Provide scheduled tutoring opportunities for students, especially those performing below grade level Provide suitable instructional space Provide instructional materials and supplies <p>The efficacy of this action will be reflected in these metrics: M5.3, M5.4, M5.6</p>	\$95,281.00	 All Students
5.4	<p>Academic Intervention and Enrichment</p> <p>The District will enhance the learning and overall school experience for students in district programs (primarily RISE & HHE) by providing supplemental materials and equipment necessary for intervention and enrichment.</p> <ul style="list-style-type: none"> Provide technology for students and for instructional use (i.e. learning lab; classroom technology for additional classroom(s)) Provide suitable instructional space Provide supplemental instructional materials and supplies (i.e. supplemental intervention materials) 	\$150,000.00	 All Students

The efficacy of this action will be reflected in these metrics: M5.1-M5.6

Educational Partner	Major Changes for 2024-25	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 Learning3. Addition of Social Emotional Learning & Mental Health4. Support for Comprehensive School Counseling Program5. Tiered Academic Supports to Accelerate Learning Recovery	<ol style="list-style-type: none">1. Social Emotional Learning & Mental Health Staffing and Supports2. High School Transportation3. Increased Academic Supports to Accelerate Learning Recovery4. Positive Behavior Implementation Support5. 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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