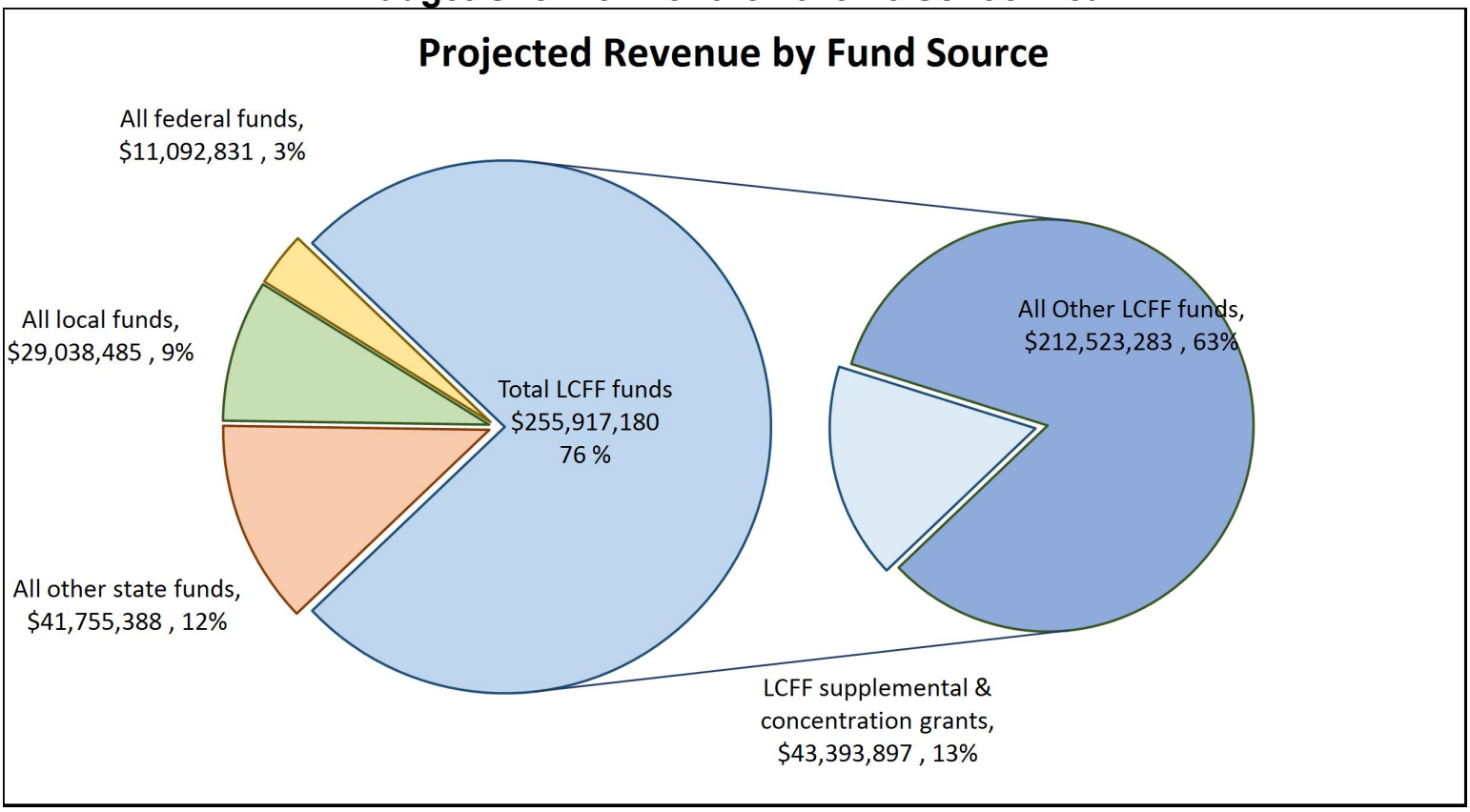
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redlands Unified School District
CDS Code: 36-67843-0000000
School Year: 2025-26
LEA contact information:
Juan Cabral
Superintendent
juan_cabral@redlands.k12.ca.us
909-307-5300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

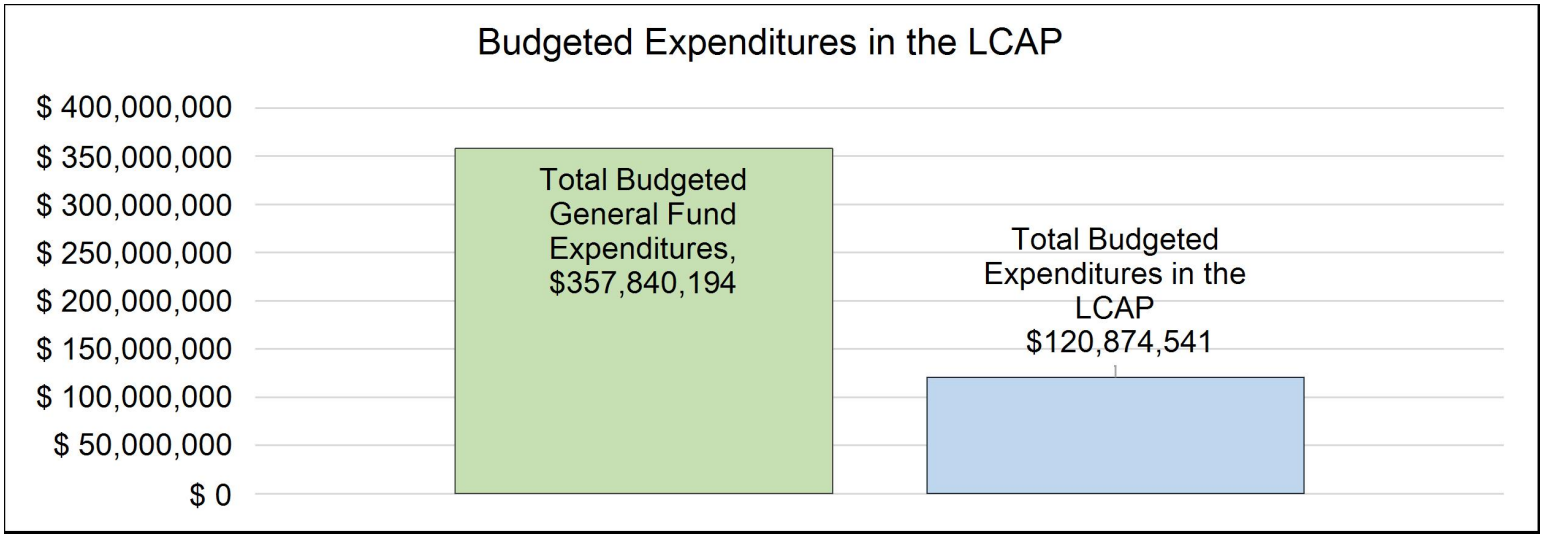


This chart shows the total general purpose revenue Redlands Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redlands Unified School District is $337,803,884, of which $255,917,180 is Local Control Funding Formula (LCFF), $41,755,388 is other state funds, $29,038,485 is local funds, and $11,092,831 is federal funds. Of the $255,917,180 in LCFF Funds, $43,393,897 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Redlands Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Redlands Unified School District plans to spend $357,840,194 for the 2025-26 school year. Of that amount, $120,874,541 is tied to actions/services in the LCAP and $236,965,653 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

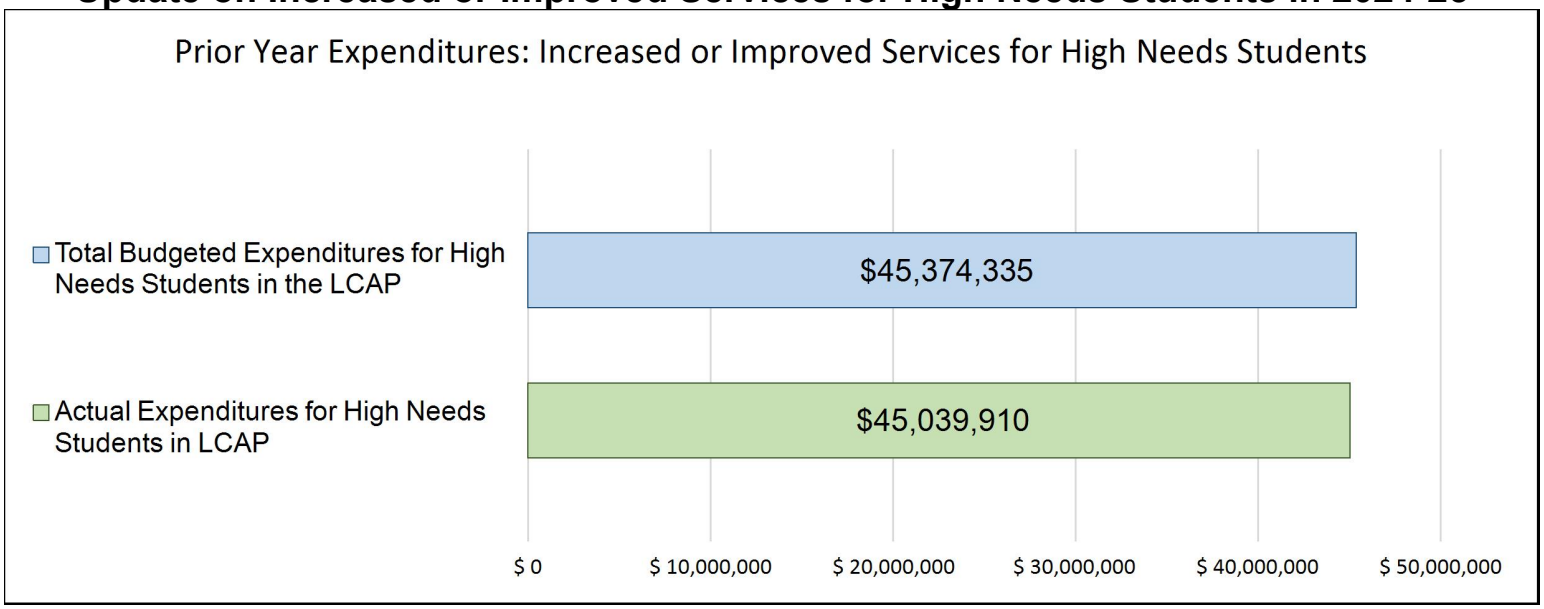
The General Fund Budget Expenditures for the 2025-2026 school year that are not included in the LCAP support the base programs, including expenditures such as site and departmental staffing, operational support, school safety, athletics, Adult Education programs, facilities, and maintenance. Restricted funding is used to support its identified purpose.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Redlands Unified School District is projecting it will receive $43,393,897 based on the enrollment of foster youth, English learner, and low-income students. Redlands Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Redlands Unified School District plans to spend $43,393,897 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Redlands Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Redlands Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Redlands Unified School District's LCAP budgeted $45,374,335 for planned actions to increase or improve services for high needs students. Redlands Unified School District actually spent $45,039,910 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $334,425 had the following impact on Redlands Unified School District's ability to increase or improve services for high needs students:

Throughout the year, the Supplemental and Concentration grant amounts were reduced and the budgets were adjusted accordingly. Planned actions and services were not impacted by this and overall increased or improved services were implemented as intended.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redlands Unified School District	Juan Cabral Superintendent	juan_cabral@redlands.k12.ca.us 909-307-5300

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Redlands Unified School District (RUSD) serves as a central educational hub for several distinct communities, each with its own rich history and cultural heritage. Redlands Unified School District is committed to preparing every student for success in college, career, and life through its EMPOWER framework. EMPOWER reflects the district's focus on cultivating key 21st-century skills: Effective Communication & Collaboration, Mindset & Growth, Problem Solving & Critical Thinking, Online Citizenship & Global Awareness, Wellness & Life Skills, Exploration, Curiosity & Creativity, and Reflection & Goal Setting. While RUSD continues to post strong academic outcomes, including high CAASPP and AP performance, it also recognizes the importance of skills that extend beyond traditional measures. Through broad community input, the district is defining a "Profile of a Redlands Graduate" to guide instruction and ensure all students are equipped to thrive in a rapidly changing world.

Spanning 147 square miles, RUSD includes Redlands, Loma Linda, Mentone, Forest Falls, and parts of San Bernardino and Highland, with a current enrollment of 19,770 across 25 campuses. This includes sixteen elementary schools, four middle schools—Beattie, Clement, Cope, and Moore—and three high schools: Citrus Valley, Redlands East Valley, and Redlands High School. Alternative and online educational offerings are provided through Orangewood High School, Redlands Independent Study (RISE) Program, and Redlands eAcademy, catering to a diverse student body from six counties.

According to the 2024 Census Day report, the ethnicity of the student population of RUSD is 56.62% Hispanic or Latino, 20.33% White, 7.67% Asian, 5.95% African American, 5.14% Two or More Races, 2.19% Filipino, 0.37% Pacific Islander, and 0.20% American Indian or Alaskan Native.

The District serves 1,671 English learners. These students represent 8.45% of the total enrollment. Fifty-six separate languages comprise the home languages of these students.

The "unduplicated" student percentage for the district is calculated using student data in the following groups: Low Income (Free and Reduced Lunch status), Foster Youth, and English Learners. The 2024 Census Day totals in these student groups are as follows: Low Income - 12,531 students, Foster Youth - 93 students, and English Learner - 1,671 students. This brings the district's unduplicated student percentage to 66.4%. The district currently serves and supports 1,065 students experiencing homelessness.

Orangewood High School is eligible to receive Equity Multiplier funds for the 25-26 school year. Orangewood High School and Redlands Unified District Programs (including RISE and Home/Hospital Instruction) were eligible for Equity Multiplier funding in the 24-25 school year and have funds remaining. The plan for all Equity Multiplier funds is outlined in Goals 4 & 5.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflecting on CA School Dashboard results and local data, RUSD identified several challenges across its schools and student groups, prompting targeted actions within our LCAP to address these needs comprehensively. Key challenges include continued high rates of chronic absenteeism, persistent challenges in math achievement, ongoing efforts to raise performance in English language arts, and concerns about improving graduation and college/career readiness, particularly among vulnerable student groups. The information from the 2023 CA School Dashboard was used to draft the LCAP for the 2024-2027 three-year cycle.

In response, RUSD is continuing to implement specific strategic actions:

1) Chronic Absenteeism: Initiatives at all schools involve targeted attendance plans aimed at educating and promoting positive daily attendance. Efforts also include family engagement and education about the positive outcomes of improved attendance. Additionally, all schools focus on enhancing engagement and attendance through community and family outreach programs that address socio-economic and cultural barriers.
2) Suspension Rates and Behavioral Supports: All schools have implemented Positive Behavioral Interventions and Supports (PBIS) to reduce suspensions and improve school climate, directly addressing behavioral challenges and promoting a supportive learning environment. Bryn Mawr Elementary School, Mission Elementary School, Beattie Middle School, and Redlands High School have implemented schoolwide behavior education and supports for all students, including a comprehensive plan for alternatives to suspension.
3) English Learner Progress: Tailored instructional strategies and additional language support are being provided at schools like Bryn Mawr Elementary School, Franklin Elementary School, Mission Elementary School, Cope Middle School, and Citrus Valley High School to bolster English proficiency and academic performance.
4) Achievement in English/Language Arts and Math: Specialized instructional programs and professional development for teachers are being expanded to improve instructional quality and student learning outcomes in core academic areas. Judson & Brown Elementary School has established a comprehensive MTSS program for students struggling in reading.

5) Graduation and College/Career Readiness: Orangewood High School and Redlands High School are focusing on enhanced counseling services and career preparation programs to improve graduation rates and prepare students for post-secondary success.

Each of these actions is being monitored for effectiveness and adjusted based on ongoing assessments and feedback from the community. RUSD remains committed to addressing the needs of all students, particularly those who are at-risk, ensuring that every student has the opportunity to succeed and thrive.

Learning Recovery Emergency Block Grant (LREBG) Statement

Redlands Unified School District has fully expended all Learning Recovery Emergency Block Grant (LREBG) funds prior to the 2025–26 school year. Pursuant to California Education Code Section 32526(d), the district conducted a comprehensive needs assessment regarding the use and expenditure of LREBG funds. This assessment was integrated into the district's regular LCAP needs assessment process and included a review of required data to ensure that expenditures aligned with identified student needs. As a result, the new LREBG requirements related to the 2025–26, 2026–27, and 2027–28 school years do not apply for the current LCAP. If the district receives additional LREBG funds in the future, a comprehensive needs assessment will be conducted in collaboration with educational partners and documented in the applicable LCAP prior to use of those funds.

Progress Update

The following schools received the lowest performance level on one or more of the state indicators on the 2024 Dashboard:

Chronic Absenteeism: zero schools at the lowest performance level
Suspension Rate: zero schools at the lowest performance level
English Learner Progress: Lugonia Elementary, Victoria Elementary, Moore Middle School
English/Language Arts: Orangewood High School
Math: Orangewood High School
Graduation Rate: zero schools at the lowest performance level
College/Career: Orangewood High School

2024 Dashboard – Student Group Performance (District-Level)
The following student groups received the lowest performance level on one or more of the state indicators on the 2024 Dashboard:

Chronic Absenteeism: Foster Youth and Homeless
Suspension Rate: Foster Youth
English/Language Arts: English Learners and Homeless
Math: English Learners
Graduation Rate: zero student groups at the lowest performance level

College/Career: zero student groups at the lowest performance level

2024 Dashboard – School-Level Performance
The following student groups received the lowest performance level on one or more state indicators on the 2024 Dashboard at the school level:

CAASPP (ELA): Arroyo Verde: Students with Disabilities; Crafton: Students with Disabilities; Franklin: Students with Disabilities, English Learner; Highland Grove: Students with Disabilities; Kingsbury: Students with Disabilities; Lugonia: Students with Disabilities, English Learner; Mentone: Students with Disabilities; Beattie: Long Term English Learner; Cope: English Learner, Long Term English Learner; Moore: English Learner, Students with Disabilities; Citrus Valley High School: Students with Disabilities; Orangewood High School: All Students, Hispanic, Socioeconomically Disadvantaged

CAASPP (Math): Franklin: Students with Disabilities; Lugonia: English Learners, Students with Disabilities; Beattie: English Learner, Long Term English Learner; Cope: English Learner, Long Term English Learner, African American; Moore: English Learner, Homeless; Orangewood: Socioeconomically Disadvantaged, Hispanic; Redlands High School: Students with Disabilities, African American

Chronic Absenteeism: Arroyo Verde: Homeless, Asian; Bryn Mawr: African American; Crafton: Homeless, Students with Disabilities; Kingsbury: English Learner; Lugonia: English Learner, Homeless, Students with Disabilities, African American, Two or More Races; Mariposa: Socioeconomically Disadvantaged, Students with Disabilities; Mission: African American, Asian; Smiley: English Learner, Asian, Two or More Races; Clement: Long Term English Learners, Homeless, African American, White; Cope: Homeless, White; Moore: Homeless, Two or More Races

Graduation Rate: Orangewood: Redlands East Valley: Students with Disabilities

Suspension Rate: Lugonia: Students with Disabilities; Clement: African American; Cope: Two or More Races; Moore: Long Term English Learners, Homeless, Students with Disabilities; Redlands East Valley: African American

College/Career Indicator: Orangewood: All Students, Hispanic

In addition to the 2024 Dashboard findings, RUSD also reflects on performance from the 2023 Dashboard, as required for three-year planning alignment.
2023 CA School Dashboard Data:

The following schools received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Chronic Absenteeism: Arroyo Verde Elementary, Bryn Mawr Elementary, Lugonia Elementary, Mariposa Elementary, Victoria Elementary, Clement Middle School, Beattie Middle School, and Moore Middle School

Suspension Rate: Franklin Elementary, Orangewood High School, and Moore Middle School

English Learner Progress Indicator: Bryn Mawr Elementary, Franklin Elementary, Highland Grove Elementary, Kingsbury Elementary, Redlands East Valley High School, Citrus Valley High School

English/Language Arts: Lugonia Elementary

Graduation Rate: Orangewood High School

College/Career Indicator: Orangewood High School

The following student groups received the lowest performance level on one or more state indicators on the 2023 Dashboard at the district level:
Chronic Absenteeism: All students, African Americans, English Learners, Hispanic or Latino students, Pacific Islanders, students with Two or More races, Homeless students, Low-Income students, and Students with Disabilities

Suspension Rate: African American and Homeless students

Math: Foster Youth

English/Language Arts: Foster Youth and Students with Disabilities

Graduation Rate: Foster Youth

College/Career Indicator: English Learners and Students with Disabilities

The following student groups received the lowest performance level on one or more state indicators on the 2023 Dashboard at the school level:
CAASPP (ELA): Bryn Mawr: Students with Disabilities; Crafton: Students with Disabilities; Franklin: English Learner, Homeless, Students with Disabilities; Judson & Brown: Students with Disabilities; Lugonia: English Learner, Hispanic, Homeless, Low-Income, Students with Disabilities; Redlands High: English Learner; Clement: English Learner, Students with Disabilities; Beattie: English Learner, Students with Disabilities; Cope: Students with Disabilities; Moore: African American, English Learner, Students with Disabilities
CAASPP (Math): Franklin: Students with Disabilities; Judson & Brown: Students with Disabilities; Lugonia: Students with Disabilities; Redlands High: English Learner; Beattie: English Learner; Cope: English Learner, Students with Disabilities; Moore: African American, Homeless, Students with Disabilities

English Learner Progress Indicator: Bryn Mawr Elementary, Franklin Elementary, Highland Grove Elementary, Kingsbury Elementary, Redlands East Valley High School, Citrus Valley High School

Chronic Absenteeism: Arroyo Verde: English Learner, Hispanic, Low-Income, Students with Disabilities; Bryn Mawr: English Learner, Hispanic, Homeless, Two or More Races, Low-Income, Students with Disabilities, White; Cram: Low-Income; Franklin: African American; Judson & Brown: Low-Income, Students with Disabilities; Lugonia: English Learner, Hispanic, Homeless, Low-Income, Students with Disabilities; Kimberly: Low-Income; Mariposa: Hispanic, Low-Income, Students with Disabilities, White; McKinley: English Learner, Students with Disabilities; Mentone: Homeless; Mission: English Learner, Two or More Races; Smiley: African American, Asian, Homeless; Victoria: Hispanic, Low-Income; Beattie: English Learner, Hispanic, Homeless, Low-Income, Students with Disabilities; Clement: African American, English Learner, Hispanic, Homeless, Two or More Races, Low-Income, Students with Disabilities, White; Cope: African American, Two or More Races; Moore: African American, English Learner, Hispanic, Two or More Races, Low-Income, Students with Disabilities, White

Graduation Rate: Orangewood: Hispanic, Homeless, Low-Income; Citrus Valley: Students with Disabilities

Suspension Rate: Bryn Mawr: Homeless; Franklin: Hispanic, Homeless, Low-Income, Students with Disabilities; Highland Grove: Students with Disabilities; Kingsbury: Students with Disabilities; Lugonia: African American, Homeless; Orangewood: Hispanic, Low-Income; Redlands East Valley: English Learner; Citrus Valley: African American, Students with Disabilities; Redlands High: African American, Students with Disabilities; Clement: Homeless, Students with Disabilities; Cope: African American; Moore: African American, English Learner, Hispanic, Homeless, Low-Income, Students with Disabilities, White

College/Career Indicator: Orangewood: English Learner, Hispanic, Homeless, Low-Income; Redlands East Valley: Students with Disabilities; Citrus Valley: Students with Disabilities

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Based on the 2024 California Dashboard, Redlands Unified School District has improved in areas originally identified for Differentiated Assistance:
LCFF Priority 4 - Pupil Achievement - CAASPP - Students with Disabilities (ELA & Math - Orange)
LCFF Priority 5 - Pupil Engagement - Chronic Absenteeism - African American (Yellow), English Learner (Yellow), Students with Disabilities (Yellow)
LCFF Priority 6 - School Climate - Suspension Rate - African American (Yellow), Homeless (Yellow)
LCFF Priority 8 - Outcomes for a Broad Course of Study - College/Career Indicator - English Learner (Yellow), Students with Disabilities (Yellow)

Based on the 2024 California School Dashboard, Redlands Unified School District has been identified as eligible for Differentiated Assistance for Foster Youth (year 1) and English Learners, Homeless Youth, Students with Disabilities, and African American students (year 2). Foster Youth are eligible for DA Year 1 based on these priority areas:
-- LCFF Priority 4 - Pupil Achievement - CAASPP - Foster Youth (ELA - Red & Math - Orange)
-- LCFF Priority 5 - Pupil Engagement - Chronic Absenteeism
-- LCFF Priority 6 - School Climate - Suspension Rate

The 2025-2026 LCAP is written as Year 2 of a 3 year plan. For that reason, the areas of need identified from the 2023 California School Dashboard are included in this section to indicate ongoing work.
Based on the 2023 California School Dashboard, Redlands Unified School District has been identified as eligible for Differentiated Assistance in the following areas for the student groups indicated:
-- LCFF Priority 4 - Pupil Achievement - CAASPP - Students with Disabilities (ELA - Red & Math - Orange) and Foster Youth (ELA - Red & Math - Red)
-- LCFF Priority 5 - Pupil Engagement - Graduation Rate - Foster Youth; Chronic Absenteeism - African American students, English Learners, Homeless students, and Students with Disabilities
-- LCFF Priority 6 - School Climate - Suspension Rate - African American and Homeless students
-- LCFF Priority 8 - Outcomes in a Broad Course of Study - College/Career Indicator - English Learners and Students with Disabilities

To address the needs identified in these areas, the District is working in partnership with the San Bernardino County Superintendent of Schools and East Valley Special Education Local Plan Area (EVSELPA). A team has been formed to outline and implement a plan to provide support to school sites to improve outcomes for the student groups in Differentiated Assistance (DA). The District is simultaneously addressing the needs identified for Compliance and Improvement Monitoring (CIM). While all areas identified through Differentiated Assistance are supported through the LCAP and other district supports, the combined CIM/DA team has selected academic improvement for Students with Disabilities as the primary focus. The team has developed a plan, submitted it, and monitored it as part of the CIM process. The team lead for the district meets with the county liaison on a biweekly basis for check-in and consultation.

School sites are provided with monthly data to review for ongoing progress monitoring of all areas of Differentiated Assistance. Education Services meets with principals to analyze benchmark data following each administration. Data is provided and reviewed for all students and for the students in groups identified for differentiated assistance - Students with Disabilities, Foster Youth, African American Students, Homeless Students, and English Learners.

All actions in the 2025–2026 LCAP are written to improve learning conditions and outcomes for all students, with a targeted focus on unduplicated pupils—English Learners, Foster Youth, and Low-Income students—as well as those student groups identified for Differentiated Assistance. The plan includes specific actions aligned to each LCFF Priority area and targeted student group, as outlined below.

Specific Actions in the 2025-2026 LCAP to address areas of DA:
-LCFF Priority 4 - Pupil Achievement – CAASPP:
Students with Disabilities – 2.11, 2.2, 2.3, 2.6, 2.10, 3.4
Foster Youth – 1.5, 2.2, 2.3, 2.6, 2.10, 3.4
-LCFF Priority 5 - Pupil Engagement –
Graduation Rate: Foster Youth – 2.9
Chronic Absenteeism:
African American students – 1.1, 1.7, 1.13
English Learners – 1.1, 1.7, 1.8, 1.13
Homeless students – 1.1, 1.7, 1.12, 1.13, 1.14
Students with Disabilities – 1.1, 1.7, 1.12, 1.13, 2.11

-LCFF Priority 6 - School Climate - Suspension Rate:
African American – 1.1, 1.2, 1.3, 3.4
Homeless students – 1.1, 1.2, 1.3, 1.5, 3.4
-LCFF Priority 8 - Outcomes in a Broad Course of Study - College/Career Indicator:
English Learners – 2.4, 2.5, 2.9, 1.9
Students with Disabilities – 2.11, 1.9

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No Redlands Unified schools have been identified as eligible for Comprehensive Support and Improvement this year.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	The District facilitated an LCAP Student Advisory Committee comprised of high school students throughout the district. The Committee is representative of unduplicated student groups, students with disabilities, African American students, and students in grades 10-12 from the 3 comprehensive high schools and 1 continuation high school in the district. The Committee (approximately 80 students) met as a collective group for the initial meeting. Following that, they met at their respective school sites. Meetings were held between September and February. Committee work included data analysis, discussion of the current LCAP actions, and culminated in a prioritizing activity which allowed students to anonymously indicate which actions they would like to see maintained and those that they would like to see changed or eliminated. Committee representatives presented their recommendations to the LCAP Advisory Committee on April 16, 2025, and participated in a second prioritizing activity, an individual survey allowing comment on every action. The LCAP Advisory Committee was presented with the LCAP draft on May 21, 2025. In response to questions from the committee, the superintendent provided a written response, which was posted on the website on May 28, 2025.

Educational Partner(s)	Process for Engagement
Parents, Community, Teachers, Administrators, Principals, Other School Personnel, and Local bargaining units of the LEA	Participation on the LCAP Advisory Committee is a two-year commitment, with 50% of the committee being replaced annually. The 45-member committee consists of parents, including parents of special education, foster youth, low-income, and EL students; community members; certificated personnel, including association leadership, teaching staff, and other certificated staff; classified personnel, including association leadership; and district administrators, including principals, other site administrators, and classified management. The committee members represent a variety of sites, both elementary and secondary, student groups (including English learners and Foster Youth), community programs, multiple ethnicities, and socio-economic groups. The district reached out to our educational partners to advise of the dates of LCAP development opportunities through the districtwide calling system, e-mails, flyers (placed throughout the community), social media, and the district website. The LCAP Advisory Committee included in-person collaboration meetings to review data and expenditure information and to make recommendations on existing and new programs. These meetings were held on January 22, February 5, February 26, March 19, and April 16, 2025. Data shared at meetings pertained to the strengths and challenges students demonstrated on the CAASPP for math, ELA, and science, based on the data represented on the current CA Dashboard. State and local data were also provided for A-G completion, College/Career Readiness, attendance, suspension and expulsion, and graduation. Data was also shared for student, staff, and parent feedback from social-emotional surveys administered throughout the school year. Educational partner input was requested as recommendations to maintain, modify, delete, or add LCAP Actions. The LCAP Advisory Committee was presented with the LCAP draft on May 21, 2025. In response to questions from the committee, the superintendent provided a written response, which was posted on the website on May 28, 2025.

Educational Partner(s)	Process for Engagement
Special Education Administration/SELPA	Consultations with East Valley SELPA administrators and the Redlands Unified School District Director of Special Services occurred on May 5, 2025. During the consultation, the district walked the SELPA administration through the complete LCAP draft. After a thorough discussion, the SELPA administrator expressed full approval and appreciation for the plan.
Open to all Educational Partners: Students, Parents, Community, Teachers, Administrators, Principals, Other School Personnel	The district implemented an electronic exchange via ThoughtExchange in January 2025 to gather input from educational partners. This platform allowed for ongoing feedback and collaborative processing of community thoughts and ideas regarding the status, growth, and needs of the students and the educational program offered. Within the program, educational partners identified themselves as parents, community members, staff (classified, certificated, management), and students. The ThoughtExchange program was implemented, and an analysis of the input received was shared with personnel, the Board of Education, the LCAP Advisory Committee, DELAC, and the public via the district web page.
Differentiated Assistance District Improvement Team	The district team identified to lead efforts to address areas of Differentiated Assistance met in a county workshop on January 29, 2025. Additionally, the team meets at least twice in the fall semester and twice in the spring semester each year. The team lead for the district meets with the county liaison on a biweekly basis for check-in and consultation. School sites are provided monthly data to review for ongoing progress monitoring. Education Services meets with principals to analyze benchmark data following each administration as a part of the ongoing monitoring process.
Principals	Input from site principals was obtained through a prioritizing activity through which recommendations to maintain, modify, delete, or add LCAP Actions was given. April 10, 2025.
Board of Education	Consultation with the Board of Education provided opportunities for board members and public input. The Mid-Year Update was presented to the Board and public on February 11, 2025. A workshop was conducted with the Board on March 11, 2025. During that workshop, the Board reviewed data from the California School Dashboard and educational partner input from the community-wide Thought Exchange engagement. The Board discussed their goals and priorities, which were then relayed to the LCAP Advisory Committee.

Educational Partner(s)	Process for Engagement
	The draft LCAP was presented for public hearing at the June 10, 2025 Board meeting. The Board adopted the LCAP on June 24, 2025.
Educational Partner Groups from Equity Multiplier sites - Orangewood High School	The district implemented an electronic exchange via ThoughtExchange in January 2025 to gather input from educational partners at Orangewood High School, a site identified to receive Equity Multiplier funds. This platform allowed for ongoing feedback and collaborative processing of community thoughts and ideas regarding the status, growth, and needs of the students and the educational program offered. Educational partners identified themselves within the program as parents, community members, staff (classified, certificated, management), and students. The results of this exchange highlighted the items and areas rated as most important by the community. Throughout the 2024–2025 school year, site administration continued collaboration with the Site Leadership Team and the School Site Council to develop and refine a cohesive Multi-Tiered System of Support (MTSS) plan, utilizing Equity Multiplier Funds. In addition to these efforts, Orangewood High School established a Student Advisory Committee, which met regularly between September and February. This student group played a vital role in providing direct feedback that informed the development of the LCAP, the Single Plan for Student Achievement (SPSA), and the Equity Multiplier Focus Goal. Through these ongoing engagement strategies, Orangewood High School ensured that the voices of all educational partners meaningfully shaped the school's improvement plans and resource allocation.
Educational Partner Groups from Equity Multiplier sites - District Programs	The district implemented an electronic exchange via ThoughtExchange in January 2025 to gather input from educational partners associated with District Programs identified to receive Equity Multiplier funds. This platform allowed for ongoing feedback and collaborative processing of community thoughts and ideas regarding the status, growth, and needs of students and the educational

Educational Partner(s)	Process for Engagement
	programs offered. Within the platform, educational partners identified themselves as parents, community members, staff (classified, certificated, management), and students. Program administrators reviewed the results of the exchange, which identified needs and areas of improvement rated as most important by educational partners. Recognizing that a significant portion of the District Programs population is comprised of students in Home/Hospital Education, collaboration continued between site administration, Health Services, and Special Services staff, including engagement with the Special Education Parent Advisory Committee (SEPAC), to ensure the needs of all learners remained at the forefront of planning. Throughout the 2024–2025 school year, site administration met regularly with the PTSA and staff leadership teams to monitor progress and evaluate current needs. In addition, a targeted survey was developed and sent to families in the spring of 2025 to gather direct feedback about the perceived effectiveness of programs. The input collected through these various strategies helped to inform ongoing implementation and refinement of the Equity Multiplier plan outlined in Goal 5 of the LCAP.
District English Learner Advisory Committee	The drafted LCAP was presented to DELAC on May 14, 2025. Committee members were provided the opportunity to ask questions and provide input. After review by DELAC members, there were no questions for the superintendent to respond to in writing. The committee expressed appreciation for the attention given to ensure meaningful communication occurs between home and school by providing materials in the home language and translation services. In response to questions from the committee, the superintendent provided a written response, which was posted on the website on May 28, 2025.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Redlands Unified School District's Local Control and Accountability Plan (LCAP) spans a three-year cycle and reflects a living commitment to educational equity and community partnership. Educational partner feedback plays a pivotal role in shaping, refining, and sustaining the plan over time. The following section includes two parts: first, a summary of the 2024–25 LCAP development, during which several new actions

were introduced; and second, an update for 2025–26 that explains how input from educational partners continues to influence and reinforce the direction of the plan.

2024–25 Educational Partner Feedback:

In 2024–25, educational partner feedback directly influenced the addition and enhancement of several LCAP actions. This included:

- New library supports under Goal 2, driven by strong calls for increased literacy access.
- Significant expansions in social-emotional and mental health services, funded through Goal 1.
- A targeted attendance action to combat chronic absenteeism, especially for high-need students.
- Increased resources for family engagement programs under Goal 1.
- Continued and expanded support for college and career readiness, reflected in both Goals 1 and 2.
- A new health and wellness action under Goal 1.

In addition, input from educational partners at Orangewood High School led to the creation of a school-specific Equity Multiplier Focus Goal. This goal addressed urgent needs related to mental health, behavior, and attendance. The plan centered on three targeted systems: Behavioral & Attendance Supports, Counseling, and Social-Emotional Learning.

2025–26 Update: Continued Influence of Educational Partner Feedback

In Year 2 of the LCAP cycle, educational partners reaffirmed their strong support for the actions launched in 2024–25. Feedback emphasized the importance of consistency, ensuring that early-stage initiatives are given time to mature and deliver results. As such, the district maintained all major actions with sustained investments in the following areas:

- Social-Emotional and Mental Health Supports (Actions 1.1–1.5), with high support from students and advisory groups.
- Family Engagement through Action 1.7, which continues to fund equity liaisons, multilingual outreach, and inclusive advisory participation.
- Academic and Attendance Support (Actions 1.5, 1.6, and 1.13), especially for unduplicated students needing intervention.
- College, Career, and Literacy Supports (Actions 1.9, 2.3, 2.7, 2.8), supported strongly in surveys and site-level input.

Conclusion: A Living Document Guided by Partnership

Together, the 2024–25 and 2025–26 updates form a clear arc of responsive, sustained engagement. Educational partner input not only sparked new directions in the first year but also affirmed the value of continuing those strategies into the second. By committing to multi-year implementation and grounding every decision in authentic feedback, Redlands Unified continues to shape an LCAP that is stable, equitable, and aligned to the needs of the students it serves—especially English Learners, Foster Youth, and Low-Income students.

Equity Multiplier Focus

In 2024–25, Equity Multiplier funding supported both Orangewood High School and District Programs. Educational partners at Orangewood co-developed a site-specific Focus Goal centered on MTSS to improve mental health, behavior, and attendance. Feedback and early implementation results showed strong gains in school climate, especially through reduced suspension rates for English Learners. District

Programs utilized funding to support student engagement, attendance initiatives, and mental health services for RISE and Home-Hospital Instruction as outlined in Goal 5.

In 2025–26, Orangewood High School is the only Redlands Unified school site eligible to receive new Equity Multiplier funding. District Programs (RISE & Home-Hospital Instruction) continue to implement remaining resources from the prior year. In this year's LCAP cycle, educational partner feedback for Orangewood called for a more targeted focus on academic outcomes. The 2024 Dashboard highlights urgent needs in English Language Arts and Math, with all students, including Hispanic and Low-Income groups, performing significantly below standard. College and Career Indicator results remain critically low, particularly for Hispanic students. As a result, the 2025–26 Equity Multiplier Focus Goal for Orangewood has been refined to integrate targeted academic supports with wellness and engagement strategies. Educational partner input specifically supported expanding academic case conferencing and intervention teams (Actions 1.5 and 1.6), enhancing professional development for staff to support academic acceleration (Action 2.1 and 4.4), increasing credit recovery and instructional intervention options (Action 2.6), and strengthening college and career pathways (Actions 2.7, 2.8, and 2.9). Feedback also reinforced the importance of maintaining strong Career Technical Education access (Action 1.9), and site based strategies outlined in the School Plan for Student Achievement (Action 3.4). Together, these actions represent a holistic response to both academic and engagement-related needs identified through local feedback and state performance data.

Input from educational partners associated with District programs eligible for Equity Multiplier funding—specifically Redlands Independent Study Education (RISE) and Home/Hospital Education (HHE)—directly influenced the development of Goal 5 in the adopted LCAP. Educational partners identified the need for stronger connections with community agencies, increased access to academic and social-emotional supports, and expanded instructional opportunities for students facing medical or alternative educational placements.
In response to this feedback, Goal 5 was developed to include actions focused on enhancing communication and coordination with community agencies (Action 5.1), implementing tiered interventions and increasing staffing to support student engagement and well-being (Action 5.2), offering targeted tutoring and academic support (Action 5.3), and providing resources for academic intervention and enrichment, including technology and materials (Action 5.4). These actions are designed to address the needs of underserved student populations in RISE and HHE, in alignment with the intent of the Equity Multiplier.

Goals and Actions

Goal

Goal #	Description	Type of 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, students experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Recent feedback from educational partners, gathered through local climate surveys, continues to affirm a predominantly positive perception of the school environment within the Redlands Unified School District. A notable majority of students, staff, and families rate their experience favorably in terms of safety and support. Despite these strong district-wide perceptions, a deeper analysis by ethnicity and other demographics has highlighted areas needing targeted attention.

In response to the evolving needs of our diverse student body, the district has expanded its data collection methodologies. Utilizing advanced survey tools, we have begun to gather detailed insights on various student groups, including English learners, foster youth, students experiencing homelessness, low-income students, students with disabilities, and others showing the greatest need. This refined approach enables a more granular understanding of our students' experiences, focusing on key areas such as relationships, sense of belonging, adult support within the school, growth mindset, emotional and physical safety, support for academic learning, and self-management skills.

Based on the 2023 California School Dashboard, the District was identified as eligible for Differentiated Assistance for these student groups: Students with Disabilities, Homeless students, African-American students, English Learners, and Foster Youth. The following areas of need are addressed in Goal 1:
LCFF Priority 5 - School Climate: Suspension Rate (African American students and Homeless Students);
LCFF Priority 6 - Pupil Engagement: Chronic Absenteeism (African-American students, English Learners, Homeless students, and Students with Disabilities)
(Note: LCFF Priority 4 - Pupil Achievement (CAASPP) and LCFF Priority 8 - Outcomes in a Broad Course of Study (CCI) are addressed in Goal 2.)

Based on the 2024 Dashboard, the District has moved into Year 2 of Differentiated Assistance for Students with Disabilities, Homeless students, African-American students, and English Learners. The District continues to be eligible for Differentiated Assistance (Year 1) for Foster Youth. This data does not, however, require a change to the three-year LCAP.

Emerging research continues to underscore the significant impact of Adverse Childhood Experiences (ACEs) on student well-being and academic achievement, particularly among the most vulnerable student populations. Disparities in the prevalence and impact of ACEs are evident across different ethnic and socioeconomic groups, necessitating a nuanced and proactive approach to support. In light of this, the district is committed to providing comprehensive and tiered support systems that address the diverse needs of our students, particularly those adversely affected by ACEs.

This goal encompasses a broad spectrum of initiatives aimed at enhancing the overall school climate and ensuring a safe, supportive, and engaging learning environment for every student. Through a strategic blend of academic, behavioral, and social-emotional supports, the district is dedicated to fostering student connectedness and enhancing their competencies in various domains. Progress toward this goal will be meticulously tracked using a set of clearly defined metrics, ensuring accountability and continuous improvement in our efforts to support student success.

The insights gained from our educational partners and the latest research have been instrumental in shaping our strategies and interventions. The Redlands Unified School District remains steadfast in its commitment to enhancing student outcomes and ensuring that every student has access to a safe, supportive, and enriching educational experience.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rate: Percentage of students who were present by student group Source: District Data - Analysis of District Aeries Report	Spring 2024 (March 31, 2024) All -- 93.4% English Learner -- 92.3% Low-Income -- 92.6% Foster Youth -- 91.0%	Spring 2025 (March 31, 2025) All: 93.4% English Learner: 92.7% Low-Income: 92.6% Foster Youth: 90.4%		All: 97% English Learner: 95% Low-Income: 95% Foster Youth: 94%	All: 0.0% English Learner: 0.4% Low-Income: 0.0% Foster Youth: -0.6%
1.2	Chronic Absenteeism Rate, District:	2023 Dashboard ALL: 24%	2024 Dashboard ALL: 20.1%		ALL: 15% Black/African American: 20%	Year 1 ALL: -3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	Black/African American: 32.2% Hispanic: 28% Pacific Islander: 49% Multiple Races/Two or More: 23.4% English Learner: 26.4% Long-Term English Learners: 30.2% (2024) Foster Youth: 26.1% Homeless Youth: 30.6% Low Income: 29.1% Students with Disabilities: 33.6% **Added L-TEL data from the 2024 Dashboard	Black/African American: 28.2% Hispanic: 23.6% Pacific Islander: 26.5% Multiple Races/Two or More: 19.8% English Learner: 22.1% Long-Term English Learners: 30.2% Foster Youth: 35.7% Homeless Youth: 32.7% Low Income: 25.1% Students with Disabilities: 27.9%		Hispanic: 20% Pacific Islander: 25% Multiple Races/Two or More: 15% English Learner: 18% Long-Term English Learners: 20% Foster Youth: 18% Homeless Youth: 20% Low Income: 20% Students with Disabilities: 25%	Black/African American: -3.9.% Hispanic: -4.4% Pacific Islander: -22.5% Multiple Races/Two or More: -3.7% English Learner: -4.3% Long-Term English Learners: Not applicable - baseline established with the 2024 Dashboard Foster Youth: +9.7% Homeless Youth: +2.1% Low Income: -4.0% Students with Disabilities: -5.7%
1.3	Chronic Absenteeism Rate, Arroyo Verde: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 18.3% Hispanic - 21.9% English Learner - 38.7% Low Income - 22% Students with Disabilities - 25.5%	2024 CA Dashboard ALL: 15.0% Hispanic: 17.3% English Learner: 21.3% Low Income: 18.7% Students with Disabilities: 21.1%		ALL: 12% Hispanic: 15% English Learner: 24% Low Income: 15% Students with Disabilities: 18%	Year 1 ALL: -3.3% Hispanic: -4.6% English Learner: -17.4% Low Income: -3.3% Students with Disabilities: -4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Chronic Absenteeism Rate, Bryn Mawr: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 30.4% Hispanic - 37.9% Multiple Races/Two or More - 35.2% White - 28.6% English Learner - 25.8% Homeless Youth - 36.4% Low Income - 36.4% Students with Disabilities - 37.3%	2024 CA Dashboard ALL: 22.2% Hispanic: 30.8% Multiple Races/Two or More: 11.0% White: 15.9% English Learner: 14.8% Homeless Youth: 38.1% Low Income: 27.6% Students with Disabilities: 29.7%		ALL: 20% Hispanic: 28% Multiple Races/Two or More: 28% White: 20% English Learner: 20% Homeless Youth: 28% Low Income: 28% Students with Disabilities: 28%	Year 1 ALL: -8.2% Hispanic: -7.1% Multiple Races/Two or More: -24.2% White: -12.6% English Learner: -11.0% Homeless Youth: +1.7% Low Income: -8.7% Students with Disabilities: -7.7%
1.5	Chronic Absenteeism Rate, Cram: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 16.9% Low Income - 23%	2024 CA Dashboard ALL: 9.4% Low Income: 13.3%		ALL: 10% Low Income: 10%	Year 1 ALL: -7.5% Low Income: -9.8%
1.6	Chronic Absenteeism Rate, Franklin: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups	2023 CA Dashboard ALL - 27.5% Black/African American - 47.9%	2024 CA Dashboard ALL: 24.6% Black/African American: 39.6%		ALL: 20% Black/African American: 30%	Year 1 ALL: -2.9% Black/African American: -8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard					
1.7	Chronic Absenteeism Rate, Judson & Brown: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 14.7% Low Income - 20.3% Students with Disabilities - 23.5%	2024 CA Dashboard ALL: 13.8% Low Income: 18.1% Students with Disabilities: 19.3%		ALL: 10% Low Income: 15% Students with Disabilities: 20%	Year 1 ALL: -0.9% Low Income: -2.3% Students with Disabilities: -4.2%
1.8	Chronic Absenteeism Rate, Kimberly: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 21.8% Low Income - 35.5%	2024 CA Dashboard ALL: 10.4% Low Income: 20.3%		ALL: 15% Low Income: 25%	Year 1 ALL: -11.4% Low Income: -15.3%
1.9	Chronic Absenteeism Rate, Lugonia: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 39.9% Hispanic - 39.9% English Learner - 28.8% Homeless Youth - 54.8% Low Income - 41.6% Students with Disabilities - 49.1%	2024 CA Dashboard ALL: 38.8% Hispanic: 38.4% English Learner: 31.5% Homeless Youth: 60.5% Low Income: 41.1%		ALL: 25% Hispanic: 25% English Learner: 25% Homeless Youth: 30% Low Income: 25% Students with Disabilities: 30%	Year 1 ALL: -1.1% Hispanic: -1.5% English Learner: +2.7% Homeless Youth: +5.8% Low Income: -0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 49.6%			Students with Disabilities: +0.5%
1.10	Chronic Absenteeism Rate, Mariposa: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 16.6% Hispanic - 26.4% White - 13.3% Low income - 24.7% Students with Disabilities - 23.6%	2024 CA Dashboard ALL: 14.4% Hispanic: 23.8% White: 8.0% Low income: 24.6% Students with Disabilities: 24.6%		ALL: 10% Hispanic: 15% White: 10% Low income: 15% Students with Disabilities: 15%	Year 1 ALL: -2.2% Hispanic: -2.5% White: -5.2% Low income: -0.1% Students with Disabilities: +0.9%
1.11	Chronic Absenteeism Rate, McKinley: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 21.6% English Learner - 33.3% Students with Disabilities - 37%	2024 CA Dashboard ALL: 13.9% English Learner: 21.4% Students with Disabilities: 13%		ALL: 15% English Learner: 24% Students with Disabilities: 24%	Year 1 ALL: -7.6% English Learner: -11.9% Students with Disabilities: -24%
1.12	Chronic Absenteeism Rate, Mentone: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 19% Homeless Youth - 27.3%	2024 CA Dashboard ALL: 15.4% Homeless Youth: 23.5%		ALL: 15% Homeless Youth: 20%	Year 1 ALL: -3.6% Homeless Youth: -3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Chronic Absenteeism Rate, Mission: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 29.2% Multiple Races/Two or More - 32.5% English Learner - 27.8%	2024 CA Dashboard ALL: 23.0% Multiple Races/Two or More: 24.3% English Learner: 23.0%		ALL: 20% Multiple Races/Two or More: 20% English Learner: 20%	Year 1 ALL: -6.3% Multiple Races/Two or More: -8.2% English Learner: -4.8%
1.14	Chronic Absenteeism Rate, Smiley: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 28.3% Black/African American - 33.3% Asian - 21.4% Homeless Youth - 32.4%	2024 CA Dashboard ALL: 25.5% Black/African American: 26.5% Asian: 26.5% Homeless Youth: 27.3%		ALL: 20% Black/African American: 21% Asian: 20% Homeless Youth: 21%	Year 1 ALL: -2.8% Black/African American: -6.8% Asian: +5.1% Homeless Youth: -5.1%
1.15	Chronic Absenteeism Rate, Victoria: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 30% Hispanic - 33.6% Low Income - 30.6%	2024 CA Dashboard ALL: 26.0% Hispanic: 28.1% Low Income: 27.5%		ALL: 22% Hispanic: 22% Low Income: 22%	Year 1 ALL: -4.0% Hispanic: -5.5% Low Income: -3.1%
1.16	Chronic Absenteeism Rate, Beattie: Percentage of students in grades K-8 who were	2023 CA Dashboard ALL - 19% Hispanic - 23.4%	2024 CA Dashboard ALL: 15.4%		ALL: 10% Hispanic: 12% English Learner: 12%	Year 1 ALL: -3.6% Hispanic: -4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	English Learner - 25.5% Homeless Youth - 26.4% Low Income - 22.3% Students with Disabilities - 26.7%	Hispanic: 18.8% English Learner: 24.8% Homeless Youth: 17.0% Low Income: 18.8% Students with Disabilities: 26.7%		Homeless Youth: 12% Low Income: 11% Students with Disabilities: 12%	English Learner: -0.8% Homeless Youth: -9.4% Low Income: -3.4% Students with Disabilities: -3.2%
1.17	Chronic Absenteeism Rate, Clement: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 27.6% Black/African American - 32.1% Hispanic - 30.4% Multiple Races/Two or More - 26% White - 23% English Learner - 28.7% Homeless Youth - 31.9% Low Income - 31.9% Students with Disabilities - 38.6%	2024 CA Dashboard ALL: 24.2% Black/African American: 34.3% Hispanic: 26.0% Multiple Races/Two or More: 17.8% White: 23.1% English Learner: 26.4% Homeless Youth: 38.4% Low Income: 28.0% Students with Disabilities: 36.3%		ALL: 20% Black/African American: 23% Hispanic: 21% Multiple Races/Two or More: 20% White: 20% English Learner: 23% Homeless Youth: 24% Low Income: 24% Students with Disabilities: 25%	Year 1 ALL: -3.4% Black/African American: +2.1% Hispanic: -4.3% Multiple Races/Two or More: -8.2% White: +0.1% English Learner: -2.3% Homeless Youth: +6.5% Low Income: -3.9% Students with Disabilities: -2.3%
1.18	Chronic Absenteeism Rate, Cope: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups	2023 CA Dashboard ALL - 26.4% Black/African American - 35.7% Multiple Races/Two or More - 25.3%	2024 CA Dashboard ALL: 25.1% Black/African American: 29.6%		ALL: 20% Black/African American: 24% Multiple Races/Two or More: 20%	Year 1 ALL: -1.3% Black/African American: -6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard		Multiple Races/Two or More: 24.2%			Multiple Races/Two or More: -1.1%
1.19	Chronic Absenteeism Rate, Moore: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 28.9% Black/African American - 40.3% Hispanic - 33.8% Multiple Races/Two or More - 24.6% White - 22% English Learner - 43.8% Low Income - 36.5% Students with Disabilities - 44.1%	2024 CA Dashboard ALL: 23.7% Black/African American: 39.1% Hispanic: 28.8% Multiple Races/Two or More: 24.2% White: 14.6% English Learner: 34.0% Low Income: 31.1% Students with Disabilities: 36.6%		ALL: 21% Black/African American: 28% Hispanic: 25% Multiple Races/Two or More: 20% White: 20% English Learner: 28% Low Income: 28% Students with Disabilities: 29%	Year 1 ALL: -5.2% Black/African American: -1.2% Hispanic: -5.0% Multiple Races/Two or More: -0.4% White: -7.5% English Learner: -9.7% Low Income: -5.4% Students with Disabilities: -7.6%
1.20	Suspension Rate, District Wide: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 Dashboard ALL -- 4.5% Black/African American (AA) -- 10.5% English Learner (EL) -- 4.5% Foster Youth (FY) -- 9% Homeless Youth (HY) -- 7.3% Low Income (LI) -- 5.6%	2024 Dashboard ALL: 3.2% Black/African American: 8.2% English Learner: 3.3% Foster Youth: 12.2% Homeless Youth: 5.0% Low Income: 4.1%		ALL: 1% Black/African American: 5% English Learner: 1% Foster Youth: 5% Homeless Youth: 3% Low Income: 2%	Year 1 ALL: -1.2% Black/African American: -2.3% English Learner: -1.2% Foster Youth: +3.1% Homeless Youth: -2.3% Low Income: -1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	Suspension Rate, Bryn Mawr: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 CA Dashboard ALL - 1% Homeless Youth - 9.1%	2024 CA Dashboard ALL: 0.7% Homeless Youth: 0.0%		ALL: 1% Homeless Youth: 5.1%	Year 1 ALL: -0.3% Homeless Youth: -9.1%
1.22	Suspension Rate, Franklin: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 CA Dashboard ALL - 4% Hispanic - 4.5% Homeless Youth - 9.5% Low Income - 4% Students with Disabilities - 8.5%	2024 CA Dashboard ALL: 2.2% Hispanic: 1.9% Homeless Youth: 3.1% Low Income: 2.3% Students with Disabilities: 5.1%		ALL: 1% Hispanic: 1.5% Homeless Youth: 5.5% Low Income: 1% Students with Disabilities: 5.5%	Year 1 ALL: -1.8% Hispanic: -2.6% Homeless Youth: -6.4% Low Income: -1.7% Students with Disabilities: -3.4%
1.23	Suspension Rate, Highland Grove: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 CA Dashboard ALL - 1.1% Students with Disabilities - 6.2%	2024 CA Dashboard ALL: 0.4% Students with Disabilities: 0.0%		ALL: 1% Students with Disabilities: 4%	Year 1 ALL: -0.8% Students with Disabilities: -6.2%
1.24	Suspension Rate, Kingsbury: Percentage of students suspended 1 or more times during the school year by student group	2023 CA Dashboard ALL - 2.7% Students with Disabilities - 8%	2024 CA Dashboard ALL: 3.0% Students with Disabilities: 6.5%		ALL: 1% Students with Disabilities: 5%	Year 1 ALL: +0.3% Students with Disabilities: -1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard					
1.25	Suspension Rate, Lugonia: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 CA Dashboard ALL - 3% Black/African American - 12% Homeless Youth - 7%	2024 CA Dashboard ALL: 4.6% Black/African American: 8.8% Homeless Youth: 5.1%		ALL: 1% Black/African American: 5% Homeless Youth: 4%	Year 1 ALL: +1.7% Black/African American: -3.2% Homeless Youth: -1.8%
1.26	Suspension Rate, Orangewood: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 Dashboard ALL - 12.3% Hispanic - 12.6% Low Income - 11.9%	2024 Dashboard ALL: 5.9% Hispanic: 5.1% Low Income: 5.8%		ALL: 5.5% Hispanic: 5.5% Low Income: 5.5%	Year 1 ALL: -6.4% Hispanic: -7.5% Low Income: -6.1%
1.27	Suspension Rate, Redlands East Valley: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 Dashboard ALL - 6.2% English Learner - 11.5%	2024 Dashboard ALL: 5.1% English Learner: 4.5%		ALL: 4.5% English Learner: 5.5%	Year 1 ALL: -1.0% English Learner: -6.9%
1.28	Suspension Rate, Citrus Valley:	2023 Dashboard	2024 Dashboard		ALL: 4.5%	Year 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	ALL - 5.4% Black/African American - 13.1% Students with Disabilities - 12.5%	ALL: 2.9% Black/African American: 10.2% Students with Disabilities: 6.1%		Black/African American: 5.5% Students with Disabilities: 5.5%	ALL: -2.4% Black/African American: -2.9% Students with Disabilities: -6.4%
1.29	Suspension Rate, Redlands High: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 Dashboard ALL - 6.2% Black/African American - 11.2% Students with Disabilities - 9.7%	2024 Dashboard ALL: 3.0% Black/African American: 7.7% Students with Disabilities: 6.0%		ALL: 4.5% Black/African American: 5.5% Students with Disabilities: 5.5%	Year 1 ALL: -1.6% Black/African American: -6.1% Students with Disabilities: -2.4%
1.30	Suspension Rate, Clement: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 CA Dashboard ALL - 9.6% Homeless Youth - 16.2% Students with Disabilities - 13.8%	2024 CA Dashboard ALL: 6.8% Homeless Youth: 12.5% Students with Disabilities : 12.5%		ALL: 5.5% Homeless Youth: 8.5% Students with Disabilities: 5.5%	Year 1 ALL: -2.8% Homeless Youth: -3.7% Students with Disabilities: -1.3%
1.31	Suspension Rate, Cope: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 CA Dashboard ALL - 7.2% Black/African American - 20.9%	2024 CA Dashboard ALL: 5.8% Black/African American: 12.9%		ALL: 4.5% Black/African American: 10%	Year 1 ALL: -1.4% Black/African American: -8.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.32	Suspension Rate, Moore: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 CA Dashboard ALL - 12% Black/African American - 37.7% Hispanic - 12.3% White - 8.3% English Learner - 17.5% Homeless Youth - 17.7% Low Income - 15.9% Students with Disabilities - 13.6%	2024 CA Dashboard ALL: 10.9% Black/African American: 28.8% Hispanic: 12.1% White: 6.4% English Learner: 16.2% Homeless Youth: 21.8% Low Income: 14.1% Students with Disabilities: 16.4%		ALL: 5.5% Black/African American: 10% Hispanic: 5.5% White: 4.5% English Learner: 6.5% Homeless Youth: 6.5% Low Income: 10% Students with Disabilities: 5.5%	Year 1 ALL: -1.2% Black/African American: -8.9% Hispanic: -0.2% White: -1.8% English Learner: -1.3% Homeless Youth: +4.1% Low Income: -1.8% Students with Disabilities: +2.8%
1.33	Expulsion Rate, District Wide: Percentage of students expelled during the school year by student group Source: CDE Dataquest Reporting	2022-2023 school year All -- 0.1% English Learner -- 0.1% Low-Income --0.2% Foster Youth -- 0.0%	2023-2024 school year All: 0.0% English Learner: 0.0% Low-Income: 0.0% Foster Youth: 0.0%		All: 0.0% English Learner: 0.0% Low-Income: 0.0% Foster Youth: 0.0%	Year 1 All: -0.1% English Learner: -0.1% Low-Income: -0.2% Foster Youth: 0.0%
1.34	Middle School Drop-out Rate, District Wide: Percentage of students in grades 7 and 8 who dropped out of school by student group Source: CALPADS Reporting	2022-2023 School Year All: 0.04% English Learner -- 0.0% Low-Income --0.04% Foster Youth -- 0.0% *updated 3/19/2025	2023-2024 school year All: 0.01% English Learner: 0.00% Low-Income: 0.01%		All: 0.00% English Learner: 0.00% Low-Income: 0.00% Foster Youth: 0.00%	Year 1 All: -0.06% English Learner: 0.00% Low-Income: -0.02% Foster Youth: 0.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth: 0.00%			
1.35	High School Dropout Rate, District Wide: Percentage of students in the 4- year adjusted cohort who drop out of high school by student group Source: CDE Dataquest Reporting	2022-2023 school year All -- 10.1% (167/1656) English Learner -- 26.0% (38/146) Low-Income --11.7% (158/1355) Foster Youth -- 36.8% (7/19)	2023-2024 school year All: 5.8% (98/1682) English Learner: 16.1% (20/124) Low-Income: 6.1% (87/1417) Foster Youth: 28.6% (4/14)		All: less than 8% English Learner: less than 15% Low-Income: less than 10% Foster Youth: less than 25%	Year 1 All: -4.3% English Learner: -9.9% Low-Income: -5.6% Foster Youth: -8.2%
1.36	School Climate Survey, District Wide: Average Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Survey - Kelvin Pulse *Third-party survey does not include some confidential demographic information	2023-2024 Students - more than 62% favorability rating English Learners - 70% favorability rating Foster Youth & Low Income data not included for confidentiality reasons Staff - approximately 83% favorability rating	2024-2025 Students - 69% favorability rating English Learners - 70% favorability rating Foster Youth & Low Income data not included for confidentiality reasons Staff - 81% favorability rating		Students: Greater than 75% favorability rating English Learners: Greater than 75% favorability rating Staff: Greater than 80% favorability rating	Year 1 Students: +7% EL: no change FY & LI: no data Staff: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.37	SEL/Positive Behavior Systems Self Assessment Survey, District Wide: Percentage of growth in the current status of system implementation Source: Local Survey	2023-2024 Semester 1 ES - 100% of schools participated in survey (16/16) MS - 100% of schools participated in survey (4/4) HS - 0% of schools participated in survey (0/4) K-12 - 100% of schools participated in survey (1/1)	2024-2025 Semester 1 ES - 100% of schools participated in survey (16/16) MS - 100% of schools participated in survey (4/4) HS - 100% of schools participated in survey (4/4) K-12 - 100% of schools participated in survey (1/1		Semester 1 ES: 100% of schools participated in survey (16/16) MS: 100% of schools participated in survey (4/4) HS: 100% of schools participated in survey (4/4) K-12: 100% of schools participated in survey (1/1)	Year 1 ES: maintained 100% MS: maintained 100% HS: improved 100% K-12: maintained 100%
1.38	SEL/Positive Behavior Systems Tiered Fidelity Inventory, District Wide: Percentage of growth in the current status of system implementation as determined by an external evaluator Source: Local Survey	2023-2024 ES - 100% of schools participated in the inventory (16/16) MS - 100% of schools participated in the inventory (4/4) HS - 100% of schools participated in the inventory (4/4) K-12 - 100% of schools participated in survey (1/1) As a result of collected data 25/25 school sites were nominated for outstanding Positive	2024-2025 ES - 100% of schools participated in the inventory (16/16) MS - 100% of schools participated in the inventory (4/4) HS - 75% of schools participated in the inventory (3/4) K-12 - 100% of schools participated in survey (1/1)		ES: 100% of schools participated in the inventory (16/16) MS: 100% of schools participated in the inventory (4/4) HS: 100% of schools participated in the inventory (4/4) K-12: 100% of schools participated in survey (1/1)	Year 1 ES: maintained 100% MS: maintained 100% HS: 25% less participation K-12: maintained 100% -1 school site nominated for outstanding Positive Behavior School-wide Systems through the CA Statewide

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Behavior School-wide Systems through the CA Statewide Recognition System. 5 sites received Bronze recognition 4 sites received Silver recognition 11 sites received Gold recognition 5 sites received Platinum recognition ASB fees provided to each HS to ensure access to school event and activities.	As a result of collected data 24/25 school sites were nominated for outstanding Positive Behavior School-wide Systems through the CA Statewide Recognition System. 2 site received Bronze recognition 3 sites received Silver recognition 9 sites received Gold recognition 10 sites received Platinum recognition ASB fees provided to each HS to ensure access to school event and activities.		25/25 school sites will receive recognition as outstanding Positive Behavior School-wide Systems through the CA Statewide Recognition System. 3 sites Bronze recognition 4 sites Silver recognition 12 sites Gold recognition 6 sites Platinum recognition	Recognition System. -3 sites Bronze recognition -1 site Silver recognition -2 sites Gold recognition +5 sites Platinum recognition
1.39	Comprehensive School Counseling Implementation, District Wide: Percentage of growth in the current status of system implementation based on the Counseling	2024 average score on CPFI - 3-point rubric Overall: 2.277 Elementary Counselors: 2.371 Middle School: 2.166 High School: 2.225	2025 Average score on CPFI -3 point rubric Overall: 2.52 Elementary Counselors: 2.4 Middle School: 2.19		Average score on CPFI - 3-point rubric Overall: 2.6 Elementary Counselors: 2.6 Middle School: 2.3 High School: 2.4	Year 1 Overall: +0.25 Elementary Counselors: +0.029 Middle School: +0.024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Program Fidelity Inventory (CPFI) Source: District Data - CPFI		High School: 2.34			High School: +0.115
1.40	School Connectedness/MS Redlands Connections League Participation, District Wide: Percentage of students participating in the Redlands Connections League (6th-8th Grade) Source: District Data - Analysis of district report from Aeries	2023-2024 School Year Total percentage of students participating -- 13.26% Of those participating: English Learners -- 2.09% Foster Youth -- 0.35% Low Income -- 48.34%	2024-2025 School Year Total percentage of students participating: 13.36% Of those participating: English Learners: 0.53% Foster Youth: 0.53% Low Income : 47.43%		Total percentage of students participating: 20% Of those participating: English Learners: 5% Foster Youth: 2% Low Income: 60%	Year 1 Total percentage of students participating: +0.10% Of those participating: English Learners: +1.56% Foster Youth: +0.18% Low Income : +0.91%
1.41	School Connectedness/ HS Club &/or Activity Participation, District Wide: 5Star Student Data (Q3) Percentage of students participating in clubs &/or activities Source: District Data - 5Star *Third-party data does not include some	Spring 2024 (third quarter data) Citrus Valley High: 90.1% English Learners - 93.2% Foster Youth & Low Income data not included for confidentiality reasons Redlands East Valley High: 69.8%	Spring 2025 (third-quarter data) Citrus Valley High: 99.9% English Learners: 92.5% Foster Youth & Low Income data not included for confidentiality reasons		Citrus Valley High: 90.1% English Learners: 93.2% Foster Youth & Low Income data not included for confidentiality reasons Redlands East Valley High: 90% English Learners: 88%	Year 1 CVHS: +9.8% CVHS EL: -0.7% REVHS: +24.9% REVHS EL: +10.2% RHS: +8.5% RHS EL: +3.2% Foster Youth & Low Income data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	confidential demographic information	English Learners - 71% Foster Youth & Low Income data not included for confidentiality reasons Redlands High: 88% English Learners - 92% Foster Youth & Low Income data not included for confidentiality reasons	Redlands East Valley High: 94.7% English Learners: 81.2% Foster Youth & Low Income data not included for confidentiality reasons Redlands High: 96.5% English Learners: 95.2% Foster Youth & Low Income data not included for confidentiality reasons		Foster Youth & Low Income data not included for confidentiality reasons Redlands High: 90% English Learners: 92% Foster Youth & Low Income data not included for confidentiality reasons	not included for confidentiality reasons
1.42	School Connectedness/Elementary Visual and Performing Arts Enrollment, District Wide: Percentage of students participating in Elementary Visual and Performing Arts (Orchestra & Band) Source: District Data - analysis of program data maintained in Aeries	2023-2024 School Year All: 30% English Learner: 5.4% Low-Income: 57.1% Foster Youth: 0.3%	2024-2025 School Year All: 42.6% English Learner: 7% Low-Income: 59.2% Foster Youth: .5%		All: 35% English Learner: 8% Low-Income: 60% Foster Youth: 2%	Year 1 All: +12.6% English Learner: +1.6% Low-Income: +2.1% Foster Youth: +.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.43	Parent Engagement: Input in Decision Making, District Wide: As reported on the CA School Dashboard Source: Local Indicator	2023-2024 School Year District progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making (including families of unduplicated student groups and students with exceptional needs): FULL IMPLEMENTATION Parents/Families provided with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups (including unduplicated student groups and students with exceptional needs) in the school community: FULL IMPLEMENTATION	2024-2025School Year District progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making (including families of unduplicated student groups and students with exceptional needs): FULL IMPLEMENTATION Parents/Families provided with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups (including unduplicated student groups and students with exceptional needs)		Maintain Full Implementation	Year 1 Maintained - no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			in the school community: FULL IMPLEMENTATION			
1.44	Parent Engagement: Communication, District Wide: As reported on the CA School Dashboard Source: Local Indicator	2023-2024 School Year Parents/Families are provided multiple ways for two-way communication with schools (including families of unduplicated student groups and students with exceptional needs): FULL IMPLEMENTATION Parents/Families are provided information and resources to support student learning and development in the home (including families of unduplicated student groups and students with exceptional needs): FULL IMPLEMENTATION	2024-2025 School Year Parents/Families are provided multiple ways for two-way communication with schools (including families of unduplicated student groups and students with exceptional needs): FULL IMPLEMENTATION Parents/Families are provided information and resources to support student learning and development in the home (including families of unduplicated student groups and students with exceptional needs): FULL		Maintain Full Implementation	Year 1 Maintained - no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			IMPLEMENTATION"			
1.45	College/Career Indicator- Percent of Graduates Prepared Based on CTE Pathways Completion (includes 5th year grads), District Wide: Percent of Graduates who completed at least one CTE Pathway Source: CA School Dashboard	2023 Dashboard All: 10.8% English Learner: 7.1% Low-Income: 11.1% Foster Youth: 50.0%	2024 Dashboard All: 22.7% English Learner: 14.3% Low-Income : 23.3% Foster Youth: 50%		All: 12% English Learner: 10% Low-Income: 12% Foster Youth: 50%	Year 1 All: 11.9% English Learner: 7.2% Low-Income: 12.2% Foster Youth: no change

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of the actions within Goal 1 largely aligned with the planned objectives. Significant progress was made in supporting the social-emotional development and engagement of students through various initiatives under Goal 1. All planned actions were implemented as intended, including the expansion of social-emotional learning and behavioral supports (Action 1.1) and Positive Behavior Supports (Action 1.2). Action 1.1 included the integration of SEL into tiered support systems across campuses, with secondary schools successfully delivering small group SEL lessons. Action 1.2 involved the continued coaching and support of PBIS at elementary and middle schools, which contributed to increased attendance and decreased disciplinary issues. Additionally, Tier 3 District-level behavior supports were provided through a request for assistance process, with over 125 individual requests submitted by March 2025.

The implementation of Comprehensive Counseling Programs (Action 1.4) was completed as planned. The elementary counselor program was staffed with one full-time counselor at ten elementary sites, and three counselors were shared between the remaining six sites. Middle and high schools received additional counseling support beyond the base program. Academic Case Carriers (Action 1.5) were also implemented at secondary school sites, supporting the comprehensive school counseling action plan.

Parent and community engagement (Action 1.6) was strengthened through a variety of opportunities, including the Community Resource Fair, workshops, trainings, and parent committee meetings. FACE Liaisons and the communications team continued to support schools and families effectively. The Language Assessment Center (Action 1.7) continued to assess new students and support English Learner students and families. Career Technical Education (CTE) programs (Action 1.8) were fully implemented, leading to an increase in student participation. The Visual & Performing Arts Program (Action 1.9) and the Redlands Schools Connections League (RSCL) for middle school athletics (Action 1.10) were fully executed as planned.

The implementation of Restorative Practices (Action 1.3) has been successfully initiated, with administrators taking a proactive role in facilitating restorative conversations following suspensions. While there has been progress, there remains room for growth in both the consistent use of restorative strategies and the documentation of these practices. As of March 2025, there were 530 documented suspensions, with nine restorative conversations recorded. This indicates an opportunity to enhance both the frequency of restorative interventions and the accuracy of record-keeping. Moving forward, efforts will focus on expanding the involvement of other staff members, such as counselors, to support the implementation and documentation of restorative practices.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For Goal 1, there were a few significant variances between budgeted and actual expenditures. Action 1.3 exceeded the budgeted amount due to the expansion of services, including providing continuous administrative support during principal or assistant principal absences to ensure uninterrupted implementation of positive behavior supports and restorative practices. All other actions within Goal 1 aligned closely with budgeted projections.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Redlands Unified School District's Goal 1 is to create safe, inclusive, and connected school environments for all students, with a special focus on English Learners, Foster Youth, and Low-Income students. This goal supports equitable access to programs, activities, and tiered supports that promote belonging and engagement. As this is the first year of the current three-year Local Control and Accountability Plan cycle, the 14 actions under Goal 1 are assessed for early signs of progress using the metrics identified in each action's description.

Note on Metrics Referenced: Each action includes specific metrics, all of which are referenced in the analysis below. The table at the end of this section lists the complete set of metrics tied to each action. Additional performance details can be found in the "Measuring and Reporting Results" section of the Local Control and Accountability Plan.

Social-Emotional Learning, Mental Health, and Behavioral Supports (Actions 1.1–1.4)
These actions support student well-being and reduce behaviors leading to exclusionary discipline. In Year 1, districtwide attendance held steady at 93.4%, with English Learners improving from 92.3% to 92.7% (M1.1), moving toward the Year 3 target of 95%. Chronic absenteeism dropped for English Learners from 26.4% to 22.1% (on track toward the Year 3 target of 18%) and Low-Income students from 29.1% to 25.1% (M1.2), though it increased for Foster Youth. The effectiveness of these actions and their impact on Chronic Absenteeism rates is evident in several schools, such as Bryn Mawr Elementary, which reduced its rate for all students from 30.4% to 22.2%, and McKinley Elementary, which improved from 21.6% to 13.9% (M1.3-M1.19). Suspension rates decreased from 4.5% to 3.2% overall, with

English Learners improving to 3.3% (M1.20–M1.32). Restorative practices in Action 1.3 were implemented, but documentation was limited, with only nine conversations recorded for 530 suspensions (M1.20). School climate favorability rose from 62% to 69% (M1.36), and counseling implementation scores increased from 2.277 to 2.52 on a 3-point scale (M1.39). Dropout rates also declined across student groups (M1.34–M1.35). The ongoing success of the PBIS programs contributes to the determination of effectiveness of these actions (M1.37 & M1.38). A significant increase in school club or activity participation can be attributed to the positive school climate built through these actions (M1.14). Further, improved attendance, reduced suspensions, and a more positive school climate have created conditions that support continued academic growth toward Year 3 targets (M2.1).
Effectiveness Determination: Building Toward Effective – These actions show positive early trends in attendance, behavior, and climate. Full effectiveness by Year 3 would include meeting attendance and absenteeism targets, improving documentation of restorative practices, and addressing Foster Youth outcomes through targeted interventions.

Targeted Academic Supports and College & Career Readiness (Actions 1.5, 1.6, 1.9)
These actions provided academic case management, intervention, and expanded access to career technical education. Dropout rates fell significantly, including among Foster Youth from 36.8% to 28.6% (M1.35), on track toward the Year 3 target of less than 25%. As well, the improvement of the Chronic absenteeism rates at all middle schools, with the most significant improvement seen at Moore (improved from 28.9% to 23.7%) (M1.16-M1.19), and the decrease in the already minimal Middle School Dropout rate (0.01%) (M1.34) demonstrates the effectiveness of these actions. Graduation rates increased from 86.2% to 90.9%, with English Learners rising from 68% to 75% (M2.21), approaching the Year 3 target of 80%. The College/Career Indicator improved from 46.9% to 52.1% overall, with English Learners increasing from 9.7% to 16.9% (M2.25). Career technical education pathway completion grew from 10.8% to 22.7% (M1.45).
All secondary sites returned improved suspension rates in the 2024-2025 school year. Notably, the improvement is evident at Orangewood High School, where the Suspension Rate dropped from 12.3% to 5.9% (M1.26-M1.32).
State academic test scores (SBAC) yielded varied results at individual school sites, which contributed to a slight overall improvement in both English Language Arts and Math districtwide. Some sites, such as Judson & Brown Elementary (+24.4 points in ELA and +16.1 points in Math) and Redlands High School (+13.2 points in ELA and +14.9 points in Math), demonstrated significant growth. Academic growth was also achieved in science, with CAST scores improving, resulting in an additional 1.5% of students meeting or exceeding standards (M2.1-M2.11, M2.12). The data shows an increase in the fidelity of implementation of Comprehensive School Counseling programs (M1.39).

Effectiveness Determination: Building Toward Effective – Strong early gains in graduation and career readiness show progress, with full effectiveness by Year 3 requiring consistent improvement in university course completion (M2.24), which saw a slight decline.

Family Engagement and Multilingual Access (Actions 1.7, 1.8)
These actions supported family communication and multilingual access. The district maintained full implementation of engagement standards (M1.43–M1.44), and English Learner reclassification improved from 12% to 14% (M2.18), moving toward the Year 3 target of 18%. English Learner attendance and chronic absenteeism also improved (M1.1–M1.2), and school climate favorability rose to 69% (M1.36).
Effectiveness Determination: Effective – Engagement and access efforts are yielding early benefits, especially for English Learners, with continued growth expected to meet reclassification targets by Year 3.

Enrichment and Student Connection (Actions 1.10, 1.11)
These actions increased access to Visual and Performing Arts programs and middle school athletics. Visual and Performing Arts participation rose from 30% to 42.6%, including gains for English Learners (M1.42). Chronic absenteeism and suspensions declined at sites with high

participation (M1.3–M1.15, M1.21–M1.25). Middle school athletics participation held steady, though English Learner participation declined (M1.40). Middle school dropout rates declined across student groups (M1.34). Chronic absenteeism rates declined across all four middle schools, with reductions ranging from 1.3 to 5.2 percentage points overall. Notable improvements were observed for English Learners and Low-Income students at most sites, though progress varied by student group. These early results suggest that site-based efforts to improve attendance are beginning to show a positive impact. (M1.16-1.19)
Effectiveness Determination: Building Toward Effective – Improved access and outcomes show early promise, with full effectiveness by Year 3 requiring increased inclusion in middle school athletics.

Foundational Supports for Health, Attendance, and Enrollment (Actions 1.12–1.14)
These actions maintained services that support student access to school. Chronic absenteeism declined among Low-Income students from 29.1% to 25.1% (M1.2), though Foster Youth rates worsened. The effectiveness of these actions and their impact on Chronic Absenteeism rates is evident in several schools, such as Bryn Mawr Elementary, which reduced its rate for all students from 30.4% to 22.2%, and McKinley Elementary, which improved from 21.6% to 13.9% (M1.3-M1.19). Climate favorability improved to 69% (M1.36), and attendance remained stable overall (M1.1).
Effectiveness Determination: Building Toward Effective – Core conditions are improving, with full effectiveness by Year 3 requiring targeted support for Foster Youth to reduce chronic absenteeism.

Goal 1 Metric Reference Table:

1.1 Tiered Social-Emotional and Mental Health Supports M1.1-1.19, M1.34-1.38
1.2 Positive Behavior Supports M1.20-1.33, M1.36-1.38, M1.41
1.3 Restorative Practices M1.20-1.33
1.4 Comprehensive School Counseling Program M1.1-1.19, M1.39, M2.1
1.5 Comprehensive School Counseling: Academic Case Carriers M1.16-1.19, M1.26-1.32, M1.34-1.35, M1.39; 2.21, 2.24, 2.25
1.6 Intervention Support Teams M1.34, M1.35, M2.1-2.12
1.7 Parent & Community Involvement M1.2, M1.36, M1.43, M1.44
1.8 Language Assessment Center & Translation Services M1.1, M1.43, M1.44, M2.18
1.9 Career Technical Education (CTE) M1.35, M1.45, M2.24-2.28
1.10 Visual & Performing Arts M1.3-1.15, M1.21-1.25, M1.42
1.11 Redlands Connections League M1.16-1.19, M1.34, M1.40
1.12 Health & Wellness Services M1.1-1.19, M1.36
1.13 Targeted Attendance Support M1.1-1.19
1.14 Targeted Enrollment Support M1.1, M1.2

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No substantial changes are planned for Goal 1, as the actions and services remain closely aligned with Redlands Unified School District's commitment to fostering safe, inclusive, and supportive learning environments for all students, with a focused lens on supporting English

Learners, Foster Youth, and Low-Income students. The strategies in place have consistently demonstrated a positive impact on school connectedness, social-emotional development, and student engagement across our schools.

Minor adjustments have been made to refine the clarity and accuracy of the metrics used to monitor progress. The Baseline and Targeted Outcome of Metric 1.2 have been adjusted to include data for Long-Term English Learners. The baseline for M1.34 has been updated to reflect the most accurate available data, ensuring that the district's reporting continues to be transparent and reliable. Additionally, the title of metric M1.42 has been clarified to specify that the participation rates refer to elementary Orchestra and Band programs, providing greater precision for educational partners reviewing progress.

One action, 1.7, has been slightly adjusted to strengthen the district's ability to maintain services. Language was added to include "Special Projects staff" under the staffing description, allowing flexibility to allocate a portion of salaries appropriately. This adjustment ensures continued support for family engagement initiatives and enhances the district's capacity to deliver outreach efforts that are essential for student success.

These minor revisions enhance clarity and operational efficiency but do not alter the scope, intent, or focus of Goal 1.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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. • Provide Tier 3 staffing (e.g., FTE: director, licensed mental health provider, support staff; Hourly: mental health associate clinicians) • Provide professional development and training	$802,218.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide instructional materials and supplies (i.e., SEL curriculum, wellness materials) The efficacy of this action will be reflected in these metrics: M1.1-1.19, M1.34-1.38		
1.2	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. • 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 The efficacy of this action will be reflected in these metrics: M1.20-1.33, M1.36-1.38, M1.41	$950,000.00	Yes
1.3	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. • Provide professional development and training • Provide materials and supplies • Provide staffing (e.g., administrators, support staff) The efficacy of this action will be reflected in these metrics: M1.20-1.33	$2,230,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	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. • Provide staffing (e.g., counselors, program specialists, support staff) • Provide materials and supplies • Provide professional development and training opportunities The efficacy of this action will be reflected in these metrics: M1.1-1.19, M1.39, M2.1	$6,540,000.00	Yes
1.5	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. • Provide staffing (e.g., counselors, administrators, support staff) • Provide materials and supplies to support foster youth and low-income students 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	$1,250,000.00	Yes
1.6	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	$105,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 this action is to identify and mitigate barriers to student success. • Provide hourly compensation for site IST leadership • Provide training and support materials The efficacy of this action will be reflected in these metrics: M1.34, M1.35, M2.1-2.12		
1.7	Parent & Community Involvement	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. • Provide staffing (e.g., equity coordinator, parent/family liaisons, communications team, Special Projects staff) • Provide parent/family training and engagement opportunities • Provide materials and supplies for parent & community advisory groups (i.e., DELAC, DAAPAC, SEPAC) The efficacy of this action will be reflected in these metrics: M1.2, M1.36, M1.43, M1.44	$1,326,500.00	Yes
1.8	Language Assessment Center & Translation Services	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	$585,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. • Provide staffing (e.g., translators, language assessment staff, bilingual stipends) • Provide contracted translation services • Provide materials and supplies The efficacy of this action will be reflected in these metrics: M1.1, M1.43, M1.44, M2.18		
1.9	Career Technical Education (CTE)	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. • Provide staffing to support College and Career (i.e., Career Center Teachers, extra hourly staff compensation) • 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 The efficacy of this action will be reflected in these metrics: M1.35, M1.45, M2.24-2.28	$2,360,000.00	Yes
1.10	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,	$1,300,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Foster Youth, and English Learners. • 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 The efficacy of this action will be reflected in these metrics: M1.3-1.15, M1.21-1.25, M1.42		
1.11	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. • 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 The efficacy of this action will be reflected in these metrics: M1.16-1.19, M1.34, M1.40	$400,000.00	Yes
1.12	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.	$1,010,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide staffing (e.g., registered nurses, health aides) • Provide materials and supplies The efficacy of this action will be reflected in these metrics: M1.1-1.19, M1.36		
1.13	Targeted Attendance Support	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. • Provide staffing (e.g., attendance clerks, attendance technicians) The efficacy of this action will be reflected in these metrics: M1.1-1.19	$210,000.00	Yes
1.14	Targeted Enrollment Support	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. • Provide staffing (e.g., clerical additional time) • Provide Materials The efficacy of this action will be reflected in these metrics: M1.1, M1.2	$160,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will progress toward meeting standards in academics through tiered supports and services.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Recent analyses of student performance through local progress monitoring assessments have highlighted areas of concern and opportunity within our academic programs. While there have been improvements in some areas, ongoing assessments indicate that a significant portion of our 3rd-5th and 6th-8th grade students continue to face challenges in meeting or exceeding grade-level standards in English Language Arts (ELA) and Mathematics. Although there has been a recovery from the initial setbacks caused by the transition to remote learning during the COVID-19 pandemic, the performance in these core subjects remains below our district-wide aspirations.

The latest data reveal nuanced challenges across different student demographics, with certain groups requiring more focused support to bridge academic gaps. English learners, foster youth, African American students, students with disabilities, and low-income students have shown varying degrees of academic progress, underscoring the need for tailored interventions and resources to address their specific needs.

Further examination of the California Dashboard data related to college and career readiness has brought to light disparities in preparedness among our graduating students. The readiness levels across different student groups indicate a pressing need to enhance our educational programs and support systems to ensure all students have the opportunity to succeed post-graduation.

Based on the 2023 California School Dashboard, the District was identified as eligible for Differentiated Assistance for these student groups: Students with Disabilities, Homeless students, African-American students, English Learners, and Foster Youth. The following areas of need are addressed in Goal 2:
LCFF Priority 4 - Pupil Achievement (CAASPP) - English/Language Arts (Foster Youth and Students with Disabilities), Math (Foster Youth);
LCFF Priority 8 - Outcomes in a Broad Course of Study (CCI) (African-American students, English Learners and Students with Disabilities)
(Note: LCFF Priority 5 - School Climate: Suspension Rate and LCFF Priority 6 - Pupil Engagement: Chronic Absenteeism are addressed in Goal 1.)

Based on the 2024 Dashboard, the District has moved into Year 2 of Differentiated Assistance for Students with Disabilities, Homeless students, African-American students, and English Learners. The District continues to be eligible for Differentiated Assistance (Year 1) for Foster Youth. This data does not, however, require a change to the three-year LCAP.

In response to these findings, the district is committed to advancing academic excellence and ensuring equitable opportunities for all students. Our approach includes the implementation of a strategic, tiered system of support focused on elevating ELA and math performance, along with bolstering graduation rates and the percentage of students meeting the College and Career Indicator benchmarks.

Feedback from our educational partners, coupled with insights from current research, has been instrumental in shaping our strategic priorities and actions. These include setting high expectations for all students and providing them with access to high-quality, research-based learning opportunities tailored to their unique needs and potential.

Through targeted interventions, enhanced instructional strategies, and a commitment to data-informed decision-making, we aim to address the diverse academic needs of our student population. Our goal is not only to improve performance metrics but also to foster a nurturing and inclusive educational environment where every student is empowered to achieve their fullest potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, District Wide: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 Dashboard English/Language Arts ALL: -2.7 English Learner: -58.4 Long Term EL: -99.5* Foster Youth: -87.6 Low Income: -26.3 Students with Disabilities: -92.7 Math ALL: -39.9 English Learner: -85.1 Long Term EL: -153.9* Foster Youth: -154.2 Low Income: -64.4	2024 Dashboard English/Language Arts ALL: -1.4 English Learner: -61.2 Long Term EL: -99.5 Foster Youth: -113.4 Low Income: -25.1 Students with Disabilities: -89 Math ALL: -38.2		English/Language Arts ALL: +8 English Learner: -40 Long Term EL: -65 Foster Youth: -65 Low Income: -12 Students with Disabilities: -70 Math ALL: -20 English Learner: -60 Long Term EL: -80 Foster Youth: -80 Low Income: -55	Year 1 English/Language Arts ALL: +1.3 English Learner: -2.8 Long Term EL: baseline established with 2024 Dashboard Foster Youth: -25.8 Low Income: +1.2 Students with Disabilities: +3.7 Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Added from the 2024 Dashboard	English Learner: -89.9 Long Term EL: -153.9 Foster Youth: -140 Low Income: -64.1			ALL: +1.8 English Learner: -4.9 Long Term EL: baseline established with 2024 Dashboard Foster Youth: +14.2 Low Income: +0.2
2.2	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA); grades 3-8, 11, Bryn Mawr: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: +3 Students with Disabilities: -116.3	2024 CA School Dashboard ELA ALL: -5.7 Students with Disabilities: -108.1		ELA ALL: +3 Students with Disabilities: -85	Year 1 ELA ALL: -8.7 Students with Disabilities: +8.2
2.3	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA); grades 3-8, 11, Crafton: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: +0.5 Students with Disabilities: -73.5	2024 CA School Dashboard ELA ALL: -9.0 Students with Disabilities: -71.1		ELA ALL: +0.5 Students with Disabilities: -60	Year 1 ELA ALL: -9.5 Students with Disabilities: +2.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, Franklin: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: -45.2 English Learner: -72.4 Homeless Youth: -77.4 Students with Disabilities: -112.4 Math ALL: -51.5 Students with Disabilities: -106.7	2024 CA School Dashboard ELA ALL: -46.4 English Learner: -70.1 Homeless Youth: -57.6 Students with Disabilities: -123.7 Math ALL: -52.4 Students with Disabilities: -107.2		ELA ALL: -30 English Learner: -50 Homeless Youth: -50 Students with Disabilities: -75 Math ALL: -48 Students with Disabilities: -75	Year 1 ELA ALL: -1.2 English Learner: +2.3 Homeless Youth: +19.9 Students with Disabilities: -11.3 Math ALL: -0.9 Students with Disabilities: -0.4
2.5	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, Judson & Brown: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: -6.9 Students with Disabilities: -96.6 Math ALL: -25.1 Students with Disabilities: -111.8	2024 CA School Dashboard ELA ALL: +17.5 Students with Disabilities: -77.8 Math ALL: -9.0 Students with Disabilities: -84.2		ELA ALL: 0 points from standard Students with Disabilities: -70 Math ALL: -25.1 Students with Disabilities: -80	Year 1 ELA ALL: +24.4 Students with Disabilities: +18.8 Math ALL: +16.1 Students with Disabilities: +27.6
2.6	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, Lugonia:	2023 CA School Dashboard ELA ALL: -70.4 Hispanic: -75.5 English Learner: -74	2024 CA School Dashboard ELA ALL: -60.7 Hispanic: -63.7		ELA ALL: -60 Hispanic: -65 English Learner: -65 Homeless Youth: -65	Year 1 ELA ALL: +9.7 Hispanic: +11.8 English Learner: -41.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	Homeless Youth: -74.5 Low Income: -77 Students with Disabilities: -131.1 Math ALL: -83.3 Students with Disabilities: -140.1	English Learner: -115.5 Homeless Youth: -68.4 Low Income: -68.1 Students with Disabilities: -128.6 Math ALL: -84.9 Students with Disabilities: -140.8		Low Income: -65 Students with Disabilities: -85 Math ALL: -70 Students with Disabilities: -90	Homeless Youth: +6.1 Low Income: +8.8 Students with Disabilities: +2.5 Math ALL: -1.5 Students with Disabilities: -0.8
2.7	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, Redlands High: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	Spring 2023 CA School Dashboard ELA ALL: +65.8 English Learner: -74.9 Math ALL: -14.1 English Learner: -151.7	2024 CA School Dashboard ELA ALL: +78.9 English Learner: -36.8 Math ALL: +0.8 English Learner: -124.3		ELA ALL: +65.8 English Learner: -55 Math ALL: -7 English Learner: -90	Year 1 ELA ALL: +13.2 English Learner: +38.2 Math ALL: +14.9 English Learner: +27.5
2.8	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA); grades 3-8, 11, Clement: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: -18.8 English Learner: -84.9 Students with Disabilities: -118.2	2024 CA School Dashboard ELA ALL: -5.5 English Learner: -51.1 Students with Disabilities: -93.4		ELA ALL: -9 English Learner: -70 Students with Disabilities: -88	Year 1 ELA ALL: +13.3 English Learner: +33.9 Students with Disabilities: +24.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, Beattie: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: -9.5 Students with Disabilities: -120.1 Math English Learner: -120.1	2024 CA School Dashboard ELA ALL: -10.5 Students with Disabilities: -115.9 Math English Learner: -118.5		ELA ALL: +1 Students with Disabilities: -90 Math English Learner: -90	Year 1 ELA ALL: -1.0 Students with Disabilities: +4.2 Math English Learner: +1.6"
2.10	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, Cope: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: -3 Students with Disabilities: -111.5 Math ALL: -45.5 English Learner: -101.2 Students with Disabilities: -158.1	2024 CA School Dashboard ELA ALL: -5.0 Students with Disabilities: -108.4 Math ALL: -49.2 English Learner: -118.9 Students with Disabilities: -154.9		ELA ALL: +6 Students with Disabilities: -85 Math ALL: -40 English Learner: -85 Students with Disabilities: -95	Year 1 ELA ALL: -1.9 Students with Disabilities: +3.1 Math ALL: -3.6 English Learner: -17.6 Students with Disabilities: +3.2"
2.11	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, Moore:	2023 CA School Dashboard ELA ALL: -7.8 Black/African American: -85.8	2024 CA School Dashboard ELA ALL: -17.6 Black/African American: -68.1		ELA ALL: +2 Black/African American: -70 English Learner: -70	Year 1 ELA ALL: -9.8 Black/African American: +17.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	English Learner: -86.9 Students with Disabilities: -99.3 Math ALL: -53.6 Black/African American: -129.9 Homeless Youth: -104.7 Students with Disabilities: -142	English Learner: -99.7 Students with Disabilities: -102.0 Math ALL: -48.7 Black/African American: -99.4 Homeless Youth: -110.1 Students with Disabilities: -128.4		Students with Disabilities: -75 Math ALL: -45 Black/African American: -95 Homeless Youth: -85 Students with Disabilities: -95	English Learner: -12.8 Students with Disabilities: -2.8 Math ALL: +5.0 Black/African American: +30.4 Homeless Youth: -5.4 Students with Disabilities: +13.6
2.12	California Science Test (CAST), District Wide: Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) student group Source: CDE Dataquest Reporting	Spring 2023 Standard Met or Exceeded ALL: 31.46% English Learner: 3.11% Foster Youth: 6.6% Low Income: 23.5%	Spring 2024 Standard Met or Exceeded ALL: 32.92% English Learner: 2.82% Foster Youth: 4.76% Low Income: 25.23%		Standard Met or Exceeded ALL: 35% English Learner: 10% Foster Youth: 14% Low Income: 28%	Year 1 All: +1.5 % English Learner: -0.29% Low-Income: -1.84% Foster Youth: +1.73%
2.13	English Learner Progress Indicator (ELPI), District Wide: Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2023 Dashboard All EL: 47.6% L-TEL only: 41.7%* *Adjusted January 2025 to reflect Dashboard	2024 Dashboard All EL: 48.8% L-TEL only: 51.9%		All EL: 55% L-TEL only: 45%	Year 1 All EL: +1.3% L-TEL Only: +10.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard					
2.14	English Learner Progress Indicator (ELPI), Bryn Mawr: Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: CA School Dashboard	2023 Dashboard All EL -- 14.6% No L-TEL data due to school level	2024 Dashboard All EL -- 51.1% No L-TEL data due to school level		All EL -- 35%	Year 1 All EL: +36.5%
2.15	English Learner Progress Indicator (ELPI), Franklin: Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: CA School Dashboard	2023 Dashboard All EL -- 41.7% No L-TEL data due to school level	2024 Dashboard All EL -- 52.7% No L-TEL data due to school level		All EL -- 50%	Year 1 All EL: +11.1%
2.16	English Learner Progress Indicator (ELPI), Highland Grove: Percentage of English Learners making	2023 Dashboard All EL -- 32.6% No L-TEL data due to school level	2024 Dashboard All EL -- 57.5% No L-TEL data due to school level		All EL -- 45%	Year 1 All EL: +24.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: CA School Dashboard					
2.17	English Learner Progress Indicator (ELPI), Kingsbury: Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: CA School Dashboard	2023 Dashboard All EL -- 40.5% No L-TEL data due to school level	2024 Dashboard All EL -- 51.5% No L-TEL data due to school level		All EL -- 50%	Year 1 All EL: +11%
2.18	Reclassification Rate, District Wide: Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	2022-2023 Annual rate: 12% (Local Data 2023-24*) Total RFEP: 45.7% (DataQuest) L-TEL: 23.6% (DataQuest) *added clarification	2023-2024 Annual rate: 14% (Local Data 2024-2025) Total RFEP: 44.8 % (DataQuest) L-TEL: 21.7 % (DataQuest)		Annual rate: 18% (Local Data) Total RFEP: 50% (DataQuest) L-TEL: 30% (DataQuest)	Year 1 Annual rate: +2.0 % (Local Data) Total RFEP: -0.9% (DataQuest) L-TEL: -1.9% (DataQuest)
2.19	Long Term English Learners (L-TELs), District Wide:	2022-2023 L-TEL -- 13.2%*	2023-2024 L-TEL -- 12.7%		L-TEL -- 8%	Year 1 Improved by 0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of English Learners that have been classified as ELs for 7+ years Source: CDE Dataquest Reporting	Updated 3/19/25 to correct clerical error			*Adjusted based on corrected baseline	
2.20	Advanced Placement (AP) Pass Rate, District Wide: Number of students in grades 10-12 enrolled in 1 or more AP classes who passed at least 1 AP Exam with a score of 3 or more by student group. Source: CALPADS Reporting	2022-2023 School Year ALL = 68.4% English Learner = 0.3% Foster Youth = 0.0% Low Income = 23.8% Baseline revised to reflect accurate data	2023-2024 School Year ALL: 80.0% English Learner: 0.5% Foster Youth: 0.0% Low Income: 27.8%		ALL = 70% English Learner = 20% Foster Youth = 20% Low Income = 55%	Year 1 All: 11.6% English Learner: 0.2% Foster Youth: 0.0% Low-Income: 4.0%
2.21	Graduation Rate, District Wide: Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: CA School Dashboard	2023 Dashboard ALL: 86.2% English Learner: 68% Foster Youth: 55% Long Term EL: 74.8% (2024) Low Income: 84.4%	2024 Dashboard ALL: 90.9% English Learner: 75% Long Term EL: 74.8% Foster Youth: 71.4% Low Income: 90%		ALL: 95% English Learner: 80% Long Term EL: 80% Foster Youth: 75% Low Income: 93%	Year 1 ALL: +4.7% English Learner: +7% Long Term EL: Baseline established with the 2024 Dashboard Foster Youth: +16.4% Low Income: +5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.22	Graduation Rate, Orangewood: Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: CA School Dashboard	2023 Dashboard ALL: 57.1% Hispanic: 57.5% Homeless Youth: 41% Low Income: 55.8%	2024 Dashboard ALL: 82.2% Hispanic: 83.8% Homeless Youth: 81.1% Low Income: 81.6%		ALL: 80% Hispanic: 80% Homeless Youth: 75% Low Income: 80%	Year 1 ALL: +25% Hispanic: +26.3% Homeless Youth: +40.1% Low Income: +25.7%
2.23	Graduation Rate, Citrus Valley: Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: CA School Dashboard	2023 Dashboard ALL: 91.2% Students with Disabilities: 61.7%	2024 Dashboard ALL: 94.8% Students with Disabilities: 81.5%		ALL: 94% Students with Disabilities: 85%	Year 1 ALL: +3.6% Students with Disabilities: +19.8 %
2.24	College/Career Indicator - A-G completion rate, District Wide: Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard based on A-G Completion by student group Source: CA School Dashboard	2023 Dashboard All: 83.7% English Learner: 64.3% Low-Income: 80.8% Foster Youth: 50.0% updated to correct clerical error 3.25	2024 Dashboard All: 82.0% English Learner: 85.7% Low-Income: 81.1% Foster Youth: 50.0%		All: 85% English Learner: 70% Low-Income: 65% Foster Youth: 83%	Year 1 All: -1.7% English Learner: 21.4% Low-Income: 0.3% Foster Youth: 0.0%
2.25	College/Career Indicator, District Wide:	2023 Dashboard	2024 Dashboard		ALL: 50%	Year 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: CA School Dashboard	ALL: 46.9% English Learner: 9.7% Long Term EL: 15.2% (2024) Foster Youth: 10.5% Low Income: 41.1% Students with Disabilities: 5.9%	ALL: 52.1% English Learner: 16.9% Long Term EL: 15.2% Foster Youth: 15.4% Low Income: 48.1% Students with Disabilities: 10.9%		English Learner: 20% Long Term EL: 20% Foster Youth: 20% Low Income: 45% Students with Disabilities: 15%	ALL: +5.2% English Learner: +7.3% Long Term EL: Baseline established with the 2024 Dashboard Foster Youth: +4.9% Low Income: +7% Students with Disabilities: +5%
2.26	College/Career Indicator, Orangewood: Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: CA School Dashboard	2023 Dashboard ALL: 1.3% Hispanic: 0.9% English Learner: 0% Homeless Youth: 0% Low Income: 0%	2024 Dashboard ALL: 3% Hispanic: 2.2% English Learner: 0% Homeless Youth: 3.1% Low Income: 3.1%		ALL - 10% Hispanic - 8% English Learner - 7% Homeless Youth - 7% Low Income - 7%	Year 1 ALL: +1.7% Hispanic: +1.3% English Learner: 0% Homeless Youth: +3.1% Low Income: +3.1%
2.27	College/Career Indicator, Redlands East Valley: Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: CA School Dashboard	2023 Dashboard ALL: 50% Students with Disabilities: 4.5%	2024 Dashboard ALL: 50.2% Students with Disabilities: 10%		ALL: 55% Students with Disabilities: 15%	Year 1 ALL: +0.2% Students with Disabilities: +5.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.28	College/Career Indicator, Citrus Valley: Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: CA School Dashboard	2023 Dashboard ALL: 51.1% Students with Disabilities: 2.1%	2024 Dashboard ALL: 53.9% Students with Disabilities: 9.6%		ALL: 55% Students with Disabilities: 15%	Year 1 ALL: +2.8% Students with Disabilities: +7.5%
2.29	Early Assessment Program (EAP), District Wide: Percentage of 11th grade students Exceeding Standard on the English Language Arts (ELA) State Assessment Program (EAP) student group Source: CDE Dataquest Reporting	2023 ELA ALL (1,559 students with scores) 63.31% Exceeding/Met Standard English Learner -- 10.59% Exceeding/Met Standard Foster Youth -- * Exceeding/Met Standard Low Income -- 55.26% Exceeding/Met Standard Math ALL (1,552 students with scores) 36.53% Exceeding/Met Standard English Learner -- 3.57% Exceeding/Met Standard	2024 ELA ALL (1,527 students with scores) 66.21% Exceeding/Met Standard English Learner: 14.60% Exceeding/Met Standard Foster Youth: * Exceeding/Met Standard Low Income: 58.44% Exceeding/Met Standard Math ALL (1,508 students with scores) 41.31% Exceeding/Met Standard		ELA ALL - Maintain -- 63.7% English Learner -- 25% Exceeding/Met Standard Foster Youth -- * Exceeding/Met Standard Low Income -- 60% Exceeding/Met Standard Math ALL 40% Exceeding/Met Standard English Learner -- 10% Exceeding/Met Standard Foster Youth -- * Exceeding/Met Standard	Year 1 ELA ALL 2.90% Exceeding/Met Standard English Learner: 4.01% Exceeding/Met Standard Foster Youth: * Exceeding/Met Standard (No test score data for 2023 and 2024 to compare baseline with current data) Low Income: 3.18% Exceeding/Met Standard Math ALL 4.78% Exceeding/Met Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth -- * Exceeding/Met Standard Low Income -- 26.21% Exceeding/Met Standard Per CAASPP Website - To protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. Updated with verified 2023 data 3/25	English Learner: 6.82% Exceeding/Met Standard Foster Youth: * Exceeding/Met Standard Low Income: 31.51% Exceeding/Met Standard Per CAASPP Website - To protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students.		Low Income -- 35% Exceeding/Met Standard Per CAASPP Website - To protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students.	English Learner: 3.25% Exceeding/Met Standard Foster Youth: * Exceeding/Met Standard (No test score data for 2023 and 2024 to compare baseline with current data) Low Income: 5.30% Exceeding/Met Standard
2.30	Star Assessments (Reading & Math), District Wide: District Reading and Math Assessment Renaissance Learning Spring administration (3) Elementary and Middle Schools	Spring 2024 Reading All: 42.0% English Learners: 9.1% Low Income: 34.7% Foster Youth: 15.8% Math All: 31.3% Foster Youth: 6.3%	Spring 2025 Reading All: 49.26% English Learners: 12.60% Low Income: 39.85% Foster Youth: 21.82%		Reading All: 45% English Learners: 15% Low Income: 40% Foster Youth: 25% Math All: 40% Foster Youth: 15%	Year 1 Reading All: +7.26% English Learner: +3.5% Low-Income: +5.15% Foster Youth: +6.02%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of testers scoring proficient or higher Source: District Data	English Learner: 10.6% Low Income: 24.7%	Math All: 37.11% Foster Youth: 19.64% English Learner: 13.20% Low Income: 28.43%		English Learner: 20% Low Income: 35%	Math All: +5.81% English Learner: +2.60% Low-Income: +3.73% Foster Youth: +13.34%
2.31	Implementation of Common Core State Standards (CCSS) for all students, including English Learner students, District Wide: Source: CA School Dashboard: Local Indicator	2022-2023 School Year 100% implementation of CCSS for all students, including English Learner students	2023-2024 School Year 100% implementation of CCSS for all students, including English Learner students		100% implementation of CCSS for all students, including English Learner students	no change
2.32	English Learner Progress Indicator (ELPI), Citrus Valley High: Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: CA School Dashboard	2023 Dashboard All EL -- 11.6% L-TEL only -- 15.2%	2024 Dashboard All EL -- 63.1% L-TEL only -- 65.2%		All EL -- 30% L-TEL only -- 30%	Year 1 All EL: +51.5 L-TEL Only: +53.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.33	English Learner Progress Indicator (ELPI), Redlands East Valley High: Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: CA School Dashboard	2023 Dashboard All EL -- 44.2% L-TEL only -- 54.8%	2024 Dashboard All EL -- 35.2% L-TEL only -- 40.7%		All EL -- 50% L-TEL only -- 56%	Year 1 All EL: -9.0 L-TEL Only: -3.1
2.34	College/Career Indicator - Combined rate - CTE Pathway completion and UC/CSU requirements met, District Wide: Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard based on completion of at least 1 CTE Pathway AND meeting UC/CSU requirements by student group Source: CA School Dashboard	2023 Dashboard All: 9.0% English Learner: 0.1% Low-Income: 6.3% Foster Youth: 0.0%	2024 Dashboard All: 19.0% English Learner: 23.8% Low-Income: 19.3% Foster Youth: 0.0%		All: 12% English Learner: 5% Low-Income: 9% Foster Youth: 5%	Year 1 All: +10% English Learner: +23.7% Low-Income: +13% Foster Youth: no change
2.35	Course Access: Programs and Services developed and provided to students with	2023-2024 School Year Workability participation:	2024-2025 School Year		Maintain Workability and Adult Transition Programs for	Year 1 Workability participation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	exceptional needs, District Wide: Participation in Workability and/or Adult Transition Programs (See also Action 2.11) Source: District Data - records maintained by Special Services	Students participating: 26 Total hours worked: 1989.5 Adult Transition Program: Students enrolled: 67	Workability participation Students participating: 79 Total hours worked: 5234.25 Adult Transition Program Students enrolled: 56		students with exceptional needs	Students participating: +53 Total hours worked: +3244.75 Adult Transition Program Students enrolled: -12
2.36	Course Access: Programs and Services developed and provided to unduplicated pupils, District Wide: Participation in Secondary AVID Programs - Action 2.7 (See also Actions 1.5, 2.4, 2.5, and 2.12 for descriptions of programs and services for unduplicated pupils) Source: District Data	2023-2024 School Year AVID enrollment: English Learners: 2.7% Foster Youth: 0.2% Low Income: 68.9%	2024-2025 School Year AVID enrollment: English Learners: 2.1% Foster Youth: 0.1% Low Income: 66.2%		AVID enrollment: English Learners: 4% Foster Youth: 1% Low Income: 75%	AVID enrollment: English Learner: -0.6% Foster Youth: -0.1% Low-Income: -2.7%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of the actions within Goal 2 closely aligned with the planned objectives, successfully supporting academic achievement and college and career readiness across various initiatives. Professional Development to Support Implementation of State Standards (Action 2.1) was effectively completed. Progress Advisor provided school staff with real-time data to guide site-based professional development.

Additional staffing supported reduced class sizes in secondary ELA and Math, effectively addressing specialized instruction needs for Tier II and Tier III students (Action 2.2). Tiered Literacy Supports (Action 2.3) were implemented as planned. Supports for school libraries, including staffing and instructional materials, were provided to promote literacy and increase reading proficiency, particularly for English Learners and Low-Income students, as intended.

Tiered Academic Supports for Multilingual Students (Action 2.4) were successfully executed, with the multilingual department providing targeted professional learning, state assessment training, EL data analysis, and comprehensive support to schools and families. Similarly, English Learner Programs (Action 2.5) continued to effectively deliver tiered academic supports at secondary sites. This action specific worked to identify and address the unique needs of Long-Term English Learners (L-TELs). Supplemental Instructional Supports (Action 2.6) were effectively implemented through specialized computer applications and personalized learning platforms designed to close achievement gaps.

AVID (Action 2.7) was fully implemented across secondary schools, supporting college readiness. College and Career Readiness Programs (Action 2.8) were successfully coordinated, providing students extensive opportunities such as career fairs, college visits, FAFSA workshops, and individualized counseling. The Summer School/Credit Recovery Program (Action 2.9) was fully implemented as planned.

Instructional Technology and Innovation (Action 2.10) maintained key support services, including trainings, curriculum integration, and STEAM-focused events like Science Fair, Filmfest, and the 8th Grade Girls STEAM Summit. Targeted Special Education Supports (Action 2.11) effectively delivered professional development in ELA, Math, accessibility training, and inclusion support. The Expanded Learning Opportunities Program (Action 2.12) was successfully implemented, offering extensive support and enrichment for elementary and sixth-grade students, prioritizing foster, homeless, and low-income populations.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For Goal 2, there were no material differences between Budgeted Expenditures and Estimated Actual Expenditures. All actions were implemented as planned, with funding allocated as expected to support professional development, targeted academic interventions, literacy and language development, and extended learning opportunities. The district maintained its focus on ensuring that English Learners, Foster Youth, and Low-Income students received layered supports, including access to rigorous instruction, college and career preparation programs, and integrated technology tools. As a result, expenditures aligned with the intended scope and scale of services outlined in the plan, and all planned services contributing to increased or improved support for unduplicated student groups were delivered in full.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Redlands Unified School District's Goal 2 focuses on providing high-quality instruction, targeted interventions, and expanded opportunities to ensure academic success and long-term readiness for all students, with a special emphasis on English Learners, Foster Youth, and Low-Income students. This goal aims to address barriers to learning, elevate teaching practices, and prepare students for future opportunities, particularly those who have historically faced challenges. As this is the first year of a three-year Local Control and Accountability Plan cycle, the 12 actions under Goal 2 are assessed for early signs of progress using the metrics identified in each action's description.

Note on Metrics Referenced: Each action includes specific metrics, all of which are referenced in the analysis below. The table at the end of this section lists the complete set of metrics tied to each action. Additional performance details can be found in the "Measuring and Reporting Results" section of the Local Control and Accountability Plan.

Tier 1 Instructional Quality and Multilingual Access (Actions 2.1, 2.4, 2.5, 2.10)

These actions aimed to strengthen classroom instruction and support English Learners through professional development, targeted language programs, and technology integration. Action 2.1 provided training for teachers to effectively implement state standards. Actions 2.4 and 2.5 supported English Learners with academic and language development programs. Action 2.10 enhanced instruction with technology tools.

In Year 1, these actions showed early progress. English Language Arts performance improved from 2.7 points below standard to 1.4 points below standard, and mathematics improved from 39.9 points below standard to 38.2 points below standard (M2.1), moving toward Year 3 targets of 8 points above standard in English Language Arts and 20 points below standard in mathematics. English Learner progress increased from 47.6% to 48.8% (M2.13), progressing toward the Year 3 target of 55%, with reclassification rates rising from 12% to 14% (M2.18). Long-Term English Learners decreased slightly from 13.2% to 12.7% (M2.19), and their progress rate improved from 41.7% to 51.9% (M2.13). Improvement in ELPI scores was seen at all schools that were in the lowest performance band in 2023 (M2.14-M2.17). All students maintained 100% access to state standards (M2.31), and technology integration supported academic gains (M2.1–M2.12, M2.30). Effectiveness Determination: Building Toward Effective – These actions are laying a strong foundation for academic improvement and English Learner progress, with continued growth needed to meet Year 3 targets.

Tiered Academic Supports and Intervention (Actions 2.2, 2.3, 2.6, 2.11)

These actions provided academic interventions, literacy supports, supplemental materials, and after-school programs to address learning gaps. Action 2.2 added staff for targeted support, Action 2.3 enhanced school libraries, Action 2.6 supplied additional instructional materials, and Action 2.11 offered extended learning opportunities.

Year 1 results indicated foundational progress. Reading proficiency on Star Assessments rose from 42.0% to 49.26% for all students, with English Learners improving from 9.1% to 12.6% (M2.30), approaching the Year 3 target of 15%. English Language Arts performance districtwide improved from 2.7 points below standard to 1.4 points below standard (M2.1). At Lugonia Elementary, English Language Arts scores for English Learners declined, but overall scores improved from 70.4 points below standard to 60.7 points below standard (M2.6). California Science Test performance increased from 31.46% to 32.92% of students meeting or exceeding standards (M2.12). The percentage of students passing the Early Assessment Program (EAP) exam increased from 63.31% to 66.21% (M2.29). After-school programs supported students with disabilities, with workability participation growing from 26 to 79 students (M2.35). Effectiveness Determination: Building Toward Effective – These actions are showing early academic gains, particularly in reading and science, with further progress needed to close gaps at specific schools by the end of Year 3.

College and Career Readiness Supports (Actions 2.7, 2.8, 2.9)

These actions supported college and career preparation through programs such as Advancement Via Individual Determination (AVID) and college readiness activities, as well as summer school. Action 2.7 implemented Advancement Via Individual Determination, Action 2.8 provided college access programs, and Action 2.9 offered credit recovery options.

In Year 1, these actions demonstrated early success. The College/Career Indicator increased from 46.9% to 52.1% of students prepared, with English Learners rising from 9.7% to 16.9% (M2.25), on track toward the Year 3 target of 20%. Graduation rates improved from 86.2% to 90.9%, with the rate for Foster Youth increasing from 55% to 71.4% (M2.21). Orangewood High School's graduation rate improved by 25% and Citrus Valley High School's by 3.6% (M2.22-M2.23). Advanced Placement pass rates increased from 69.4% to 80.0% (M2.20), and the combined rate of career technical education and university course completion rose from 9.0% to 19.0% (M2.34). At Orangewood High School, the College/Career Indicator improved from 1.3% to 3.0% (M2.26). There was an increase in the percentage of students considered prepared by meeting the A-G requirements (+3.6%) (M2.24) and an overall improvement in the STAR Reading (+7.26%) and Math (+5.81 %) Assessments (M2.30).

While an increase in enrollment in AVID programs was slight (M2.36), the improvement of the Chronic absenteeism rates at AVID schools, with the most significant improvement seen at Moore (improved from 28.9% to 23.7%), demonstrates the effectiveness of this action (M1.3, M1.9, M1.11, M1.12, M1.15-M1.19). AVID sites returned improved suspension rates in the 2024-2025 school year. Notably, the improvement is evident at Orangewood High School, where the Suspension Rate dropped from 12.3% to 5.9% (M1.25-M1.32). State academic test scores (SBAC) at AVID school sites yielded varied results, which contributed to a slight overall improvement in both English Language Arts and Math districtwide. Some sites, such as Redlands High School (+13.2 points in ELA and +14.9 points in Math), demonstrated significant growth. (M2.7-M2.11).

Effectiveness Determination: Effective – These actions are already showing substantial impact on graduation and college/career readiness, with continued growth expected by Year 3.

Special Education Support and Equity (Action 2.12)

This action supported students with disabilities through the implementation of inclusive practices and extended learning opportunities. Workability participation for students with disabilities increased from 26 to 79 students, with hours worked rising from 1,989.5 to 5,234.25 (M2.35). The College/Career Indicator for students with disabilities improved from 5.9% to 10.9% (M2.25), progressing toward the Year 3 target of 15%. Effectiveness Determination: Building Toward Effective – Early gains in participation and readiness are promising, with full effectiveness by Year 3 requiring sustained support for inclusive opportunities.

Goal 2 Metric Reference Table:

2.1 Professional Development to Support Implementation of State Standards M2.1-2.12, M2.31
2.2 Tiered Academic Support M2.1-2.12, M2.29, M2.30
2.3 Tiered Literacy Supports M2.1-2.12, M2.29, M2.30
2.4 Tiered Academic Supports for Multilingual Students M2.13-2.18, M2.32-2.33

2.5 Long-Term English Learner Program M2.13-2.19, M2.32-2.33
2.6 Supplemental Instructional Supports M2.1-2.12, M2.31
2.7 Advancement Via Individual Determination (AVID) M1.3, M1.9, M1.11, M1-12, M1.15-1.19, M1.26-1.32, M2.3, M2.7-2.11, M2.21, M2.25, M2.30, M2.36
2.8 College Readiness Programs M2.20-2.28, M2.34
2.9 Summer School/Credit Recovery M2.20-2.28, M2.34
2.10 Instructional Technology and Innovation M2.1-2.12, M2.30

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No substantial changes are planned for Goal 2 at this time, as the strategies and actions outlined continue to align well with the district's commitment to ensuring academic progress for all students—particularly for English Learners, Foster Youth, and Low-Income students—through tiered academic supports and services. The goal remains firmly rooted in evidence-based practices and sustained educational partner input, and its effectiveness is reflected in the ongoing progress shown in multiple student achievement metrics.

Minor updates have been made to several metrics to improve clarity and accuracy. Specifically, baseline data for M2.18 has been updated to include clarification of the local data collection date. Metrics M2.19 and M2.24 have been corrected to address clerical errors. Additionally, M2.20 and M2.29 now reflect the most current and verified data available, ensuring transparent and reliable reporting.
With the addition of Long-Term English Learners (L-TEL) to the California School Dashboard, data has been added to the Baselines and Targeted Outcomes specifically for L-TEL in the following metrics: M2.13, M2.21, M2.25, M2.29.

In terms of actions, only slight adjustments in language have been made to better reflect both educational partner input and the reality of service implementation. In Action 2.3, the phrase "intervention and" was added to highlight the importance of targeted literacy intervention, a change informed by both student data and educational partner feedback. Action 2.6 now includes language referencing access to digital materials, clarifying the district's intent to expand resource availability, especially for unduplicated student groups. In the list of metrics used to determine the effectiveness of Action 2.7, minor typographical errors were corrected, and metric 2.36, which was inadvertently omitted from the 2024-2025 LCAP, was added. Lastly, Action 2.8 was updated to more accurately describe course access through telepresence instruction, including staffing support through both teachers and paraprofessionals—an adjustment intended to reflect actual implementation and promote transparency.

These minor adjustments support the district's efforts to continuously refine services while remaining consistent with the original intent and purpose of Goal 2. No significant shifts in the scope or focus of the goal are being proposed at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development to Support Implementation of State Standards	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. • 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: • differentiate instruction based on students' needs • implement standards-aligned curriculum • implement instructional best practices The efficacy of this action will be reflected in these metrics: M2.1-2.12, M2.31	$1,160,000.00	Yes
2.2	Tiered Academic Support	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. • Provide additional teachers to school sites (all levels) The efficacy of this action will be reflected in these metrics: M2.1-2.12, M2.29, M2.30	$2,400,998.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Tiered Literacy Supports	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. • Provide staffing (e.g., librarians, paraprofessionals, and hourly compensation) • Provide intervention and instructional materials and supplies The efficacy of this action will be reflected in these metrics: M2.1-2.12, M2.29, M2.30	$1,225,000.00	Yes
2.4	Tiered Academic Supports for Multilingual Students	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. • 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.) The efficacy of this action will be reflected in these metrics: M2.13-2.18, M2.32-2.33	$780,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Long-Term English Learner Program	The district will provide dedicated EL staff specifically aimed at addressing the academic needs of Long-Term English Learners (L-TELs), focusing on tiered support for these students who are not meeting academic standards. 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 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-TELs in the district. • Provide secondary EL teachers • Provide instructional materials The efficacy of this action will be reflected in these metrics: M2.13-2.19, M2.32-2.33	$1,165,000.00	Yes
2.6	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. • Provide instructional materials (i.e., access to digital materials, consumable materials, books, intervention programs, subscriptions/licenses, etc.) The efficacy of this action will be reflected in these metrics: M2.1-2.12, M2.31	$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	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. • 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.) The efficacy of this action will be reflected in these metrics: M1.3, M1.9, M1.11, M1.12, M1.15-1.19, M1.26-1.32, M2.3, M2.7-2.11, M2.21, M2.25, M2.30, M2.36	$1,435,000.00	Yes
2.8	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 action is principally directed toward Low-Income and Foster Youth students. • 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 access to additional courses through telepresence (staffing - teacher and paraprofessionals)	$977,419.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide field trips to local colleges and universities to cultivate a college-going culture The efficacy of this action will be reflected in these metrics: M2.20-2.28, M2.34		
2.9	Summer School/Credit Recovery	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. • 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 The efficacy of this action will be reflected in these metrics: M2.21-2.28, M2.34	$791,262.00	Yes
2.10	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 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. • Provide district staff to provide professional development, data analysis, and support for implementation of innovation initiatives (i.e., Directors, 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.)	$1,900,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide ongoing data analysis and progress monitoring to inform instruction The efficacy of this action will be reflected in these metrics: M2.1-2.12, M2.30		
2.11	Targeted Special Education Supports	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 (metric M2.35 shows participation outcomes), language and speech services, occupational therapy, adaptive physical education, and transportation provided based on IEP team determination to address disability needs and close the achievement gap. • 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	$64,167,930.00	No
2.12	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. • 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	$12,609,369.00	No

Action #	Title	Description	Total Funds	Contributing
		• Provide coaching, professional development, and administrative support		

Goals and Actions

Goal

Goal #	Description	Type of 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 and School Climate, 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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In the Redlands Unified School District, our commitment to providing an exemplary educational experience is unwavering, with a focus on academic excellence, safe and supportive learning environments, innovative approaches to education, strong community and parent partnerships, and a steadfast dedication to equity.

A cornerstone of our strategy is the recognition that all students, including those facing the greatest challenges such as English learners, foster youth, students experiencing homelessness, and low-income students, benefit significantly from instruction by highly qualified educators. To this end, RUSD is dedicated to not only attracting but also retaining top-tier professionals who are equipped to cater to the diverse needs of our student body. We are also committed to offering robust support for educators new to our district or to the teaching profession, ensuring they have the resources and guidance necessary to thrive.

Equitable access to education is a fundamental right, and as such, we ensure that every student has the tools needed for academic success. This includes full access to both core and supplemental instructional materials that adhere to the highest standards. Our efforts extend beyond the classroom to ensure that our school facilities are not only well-maintained but also conducive to learning, reflecting our belief that the physical environment plays a critical role in student achievement.

Our analysis of school data reveals that while our facilities generally provide welcoming and effective learning spaces, continuous attention is needed to address specific needs and undertake special projects. This is essential to guarantee that all students, regardless of their circumstances, have equal opportunities to succeed.

The role of individual school sites is pivotal in bringing our district-wide objectives to fruition. By developing and rigorously monitoring school plans that align with our overarching goals, we ensure a cohesive and equitable educational experience across our district. These plans are crafted and executed in a manner that fosters engagement and inclusivity among all members of our educational community.

In pursuit of these objectives, RUSD remains steadfast in its mission to elevate every aspect of our students' educational journey, ensuring that our strategies and actions are inclusive, innovative, and impactful.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Assignment/Rate of teacher misassignment, District Wide: Percentage of Redlands Unified teachers who are fully credentialed and appropriately assigned Source: CA Dashboard - Local Indicator	2022-2023 School Year 88.1% of teachers are fully credentialed and appropriately assigned	2023-2024 School Year 87.3% of teachers are fully credentialed and appropriately assigned		100% of teachers fully credentialed and appropriately assigned	Year 1 -0.8%
3.2	Instructional Materials Aligned to State Standards/Student access to standards-aligned instructional materials, District Wide: Percentage of students with access to the current board adopted materials Source: CA Dashboard - Local Indicator	2022-2023 School Year 100% of students have the current board adopted materials	2023-2024 School Year 100% of students have the current board adopted materials		100% of students have the current board adopted materials	Maintained - no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	SARC Reporting FIT Reports, District Wide: Percentage of schools meeting "Exemplary" or "Good" standard Source: District Data	2023-2024 School Year 100% of schools met ""Exemplary"" or ""Good"" standard	2024-2025 School Year 100% of schools met "Exemplary" or "Good" standard		100% of schools met "Exemplary" or "Good" standard	Maintained - no difference
3.4	Students access to enrollment in all required areas of study, District Wide: All students will have access and enrollment in a broad course of study Source: CA Dashboard - Local Indicator	2022-2023 School Year All students have access and enrollment in a broad course of study	2023-2024 School Year All students have access and enrollment in a broad course of study		All students have access and enrollment in a broad course of study	Maintained - no difference
3.5	Parent Input in Decision Making, District Wide: District progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making Source: CA Dashboard - Local Indicator	2022-2023 School Year District progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making (including families of unduplicated student groups and students with exceptional needs): FULL IMPLEMENTATION Parents/Families provided with	2023-2024 School Year District progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making (including families of unduplicated student groups and students with exceptional needs): FULL		Maintain Full Implementation	Maintained - no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups (including unduplicated student groups and students with exceptional needs) in the school community: FULL IMPLEMENTATION	IMPLEMENTATION Parents/Families provided with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups (including unduplicated student groups and students with exceptional needs) in the school community: FULL IMPLEMENTATION			

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district closely adhered to the planned actions for maintaining progress. All planned actions were implemented as intended. The LCAP Advisory process (Action 3.7) also brought notable success. The LCAP Advisory Committee had full representation of all educational partner groups, including representatives for high-needs students. Additionally, the Student LCAP Advisory Committee was comprised of approximately 80 students representing a cross-section of the student population from the three comprehensive high schools as well as Orangewood Continuation High School. The provision of Access and Opportunities (Action 3.4) allowed school sites to focus attention and resources on the unique needs of their populations. The singular challenge to the full implementation of Goal 3 continues to be the difficulty of adequately staffing our transportation department despite robust efforts to recruit and retain drivers.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For Goal 3, the majority of expenditures aligned with budgeted amounts, without material differences between the Planned and Estimated Actual expenditures. However, there was a material difference in the amount spent for Action 3.5 (Enhanced Facilities Projects). With the successful passage of Measure D, the district was able to utilize alternative funding sources for portions of this action, reducing the need for LCAP funds. This strategic reallocation allowed the district to preserve supplemental and concentration resources while still advancing key facilities improvements that support safe, equitable, and engaging learning environments. All other planned actions—focused on sustaining staffing quality, supporting new teachers, expanding access to technology, and ensuring equity in school resources—were implemented as intended. These investments continue to directly benefit the academic and social-emotional success of all students, particularly English Learners, Foster Youth, and Low-Income students. The district remains committed to monitoring and refining these systems to ensure continued progress in Goals 1 and 2.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Redlands Unified School District's Goal 3 focuses on maintaining the foundational conditions that support the success of all students, with a special emphasis on English Learners, Foster Youth, and Low-Income students. This goal ensures operational excellence through qualified staffing, equitable access to resources, safe facilities, reliable transportation, and coordinated program support, creating an environment where all students can thrive. As this is the first year of a three-year Local Control and Accountability Plan cycle, the seven actions under Goal 3 are assessed for early signs of progress using the metrics identified in each action's description.

Note on Metrics Referenced: Each action includes specific metrics, all of which are referenced in the analysis below. The table at the end of this section lists the complete set of metrics tied to each action. Additional performance details can be found in the "Measuring and Reporting Results" section of the Local Control and Accountability Plan.

Recruitment, Support, and Retention of Qualified Staff (Actions 3.1, 3.2)

These actions aimed to recruit and retain qualified staff, as well as support new teachers, particularly at schools with high numbers of English Learners, Foster Youth, and Low-Income students. Action 3.1 focused on hiring experienced staff, while Action 3.2 provided mentorship and professional development for new teachers.

In Year 1, these actions showed early progress. The percentage of teachers who were fully credentialed and appropriately assigned remained high at 87.3% (M3.1), slightly below the Year 3 target of 100%, reflecting a stable foundation for instructional quality. This staffing stability supported academic gains, with English Language Arts performance improving from 2.7 points below standard to 1.4 points below standard, and mathematics from 39.9 points below standard to 38.2 points below standard (M2.1–M2.11). Effectiveness Determination: Building Toward Effective – These actions are laying a foundation for instructional consistency, with full effectiveness by Year 3 requiring increased credentialing rates and sustained academic growth.

Equitable Access to Resources and Learning Environments (Actions 3.3, 3.4, 3.5, 3.6)

These actions ensured access to technology, supplemental resources, modern facilities, and transportation, all of which support student learning and engagement. Action 3.3 provided devices and internet access, Action 3.4 distributed resources through school plans, Action 3.5 improved facilities, and Action 3.6 offered transportation services.

Year 1 results indicated foundational progress. All students maintained 100% access to standards-aligned instructional materials (M3.2) and a broad course of study (M3.4), supporting academic gains, with English Language Arts performance improving from 2.7 points below standard to 1.4 points below standard, mathematics from 39.9 points below standard to 38.2 points below standard, and science (CAST) improving from 31.46% to 32.93% of students meeting or exceeding standards (M2.1–M2.11, 2.12). Facility inspections revealed that 100% of schools were rated "Good" or "Exemplary" (M3.3), ensuring the creation of safe learning spaces. Attendance held steady at 93.4%, with English Learners improving to 92.7% (M1.1), though chronic absenteeism for Foster Youth increased (M1.2). English Learner progress also improved, with reclassification rates rising from 12% to 14% (M2.13, M2.18). Effectiveness Determination: Building Toward Effective – These actions are establishing critical supports for learning, with full effectiveness by Year 3 requiring improved attendance outcomes for Foster Youth.

Program Coordination and Educational Partner Engagement (Action 3.7)

This action coordinated the implementation of the Local Control and Accountability Plan and engaged educational partners to ensure equitable support for all students. The district maintained full implementation of opportunities for family engagement in decision-making (M3.5), fostering inclusive planning. This coordination supported academic and engagement goals, as evidenced by improved English Language Arts scores (M2.1) and a rise in student climate favorability to 69% (M1.1, M1.2). Effectiveness Determination: Effective – This action is already showing substantial impact by ensuring equitable engagement, with continued success expected by Year 3.

Goal 3 Metric Reference Table:

3.1 Recruitment and Retention of Qualified Staff	M2.1-2.11, M3.1
3.2 New Teacher Support Program	M2.1-2.11, M3.1
3.3 Access to Internet and/or Devices	M2.1-2.11, M3.2, M3.4
3.4 Access and Opportunities	M1.1, M1.2, M2.1, M2.12, M2.13, M2.18, M2.25, M3.2, M3.4
3.5 Enhanced Facilities Projects	M1.1, M1.2, M3.3
3.6 Transportation	M1.1, M1.2
3.7 LCAP Program Coordination	M3.5

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A careful review of data and feedback from educational partners supports the continuation of actions in this goal. Slight adjustments were made to the language of actions 3.4 (Categorical Programs Department to Educational Services Division) and 3.5 (coordinators to managers) for clarity and accuracy.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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. • 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 The efficacy of this action will be reflected in these metrics: M2.1-2.11, M3.1	$800,000.00	Yes
3.2	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 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.	$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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) The efficacy of this action will be reflected in these metrics: M2.1-2.11, M3.1		
3.3	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. • 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.) The efficacy of this action will be reflected in these metrics: M2.1-2.11, M3.2, M3.4	$3,800,000.00	Yes
3.4	Access and Opportunities	The Educational Services Division 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	$3,025,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. - Provide staffing (i.e. administration, 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 School Plans can be found here: https://www.redlandsusd.net/fs/resource-manager/view/f102e1f7-66d0-4c9d-b0a1-c3a5bc56edec 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	Enhanced Facilities Projects	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. • Provide staffing (i.e., managers and support staff) • Provide materials and supplies (i.e., construction materials, technology, furniture)	$795,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide contracted services for facility improvement The efficacy of this action will be reflected in these metrics: M1.1, M1.2, M3.3		
3.6	Transportation	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. • Provide staff to support transportation (e.g., Director, drivers, bus aides, support staff) • Provide transportation (i.e., district transportation, city bus passes) The efficacy of this action will be reflected in these metrics: M1.1, M1.2	$2,710,000.00	Yes
3.7	LCAP Program Coordination	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. • Provide staffing (i.e. Coordinator and support staff) • Provide materials and supplies The efficacy of this action will be reflected in these metrics: M3.5	$300,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the 2026–27 school year, Redlands Unified School District will reduce academic and college/career readiness gaps for underserved student groups at Orangewood High School, including Hispanic, Low-Income, and English Learner students, through targeted supports funded by the LCFF Equity Multiplier. Specifically, the school will: -- Improve ELA average Distance from Standard by at least 15 points (Priority 4) -- Improve Math average Distance from Standard by at least 20 points (Priority 4) -- Increase the College/Career Indicator rate from 3% to at least 10% (Priority 8) -- Improve school attendance and school connectedness through behavioral, counseling, and social-emotional supports (Priorities 5 & 6) This goal is designed to eliminate disparities in outcomes and ensure students most impacted by systemic barriers receive focused academic, social-emotional, and postsecondary readiness support.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District identified this goal for focused attention based on the analysis of available data and input from educational partners from Orangewood High School. Site administration collaborated with Site Leadership and the School Site Council to review data from the CA Schools Dashboard and input from educational partners. This goal aims to create a more equitable educational environment that recognizes and addresses the specific challenges faced by the underserved student population, aligning with the principles of the LCFF Equity Multiplier. In addition to being an Equity Multiplier school, Orangewood is identified as eligible for Comprehensive Support and Improvement (CSI) as a low-performing school.
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 (M4.1)
Graduation Rate - All students, Hispanic or Latino, Low-Income, and Homeless students (M4.2)
College/Career Indicator - All students, English Learners, Hispanic or Latino, Low-Income, and Homeless students (M4.3)

The district implemented an electronic exchange via ThoughtExchange in April 2024 to gather input from educational partners at Orangewood High School, a site identified to receive Equity Multiplier funds. This platform allowed for ongoing feedback and collaborative processing of community thoughts and ideas regarding the status, growth, and needs of the students and the educational program offered. Within the program, educational partners identified themselves as parents, community members, staff (classified, certificated, management), and students. The results of this exchange show the items and areas rated as most important to the community. The community expressed the need for increased and improved services and supports for social-emotional learning and mental health to promote positive connections with school, resulting in increased engagement.

Orangewood High School has exited CSI status for the 2025-2026 school year. OHS was identified as eligible for Targeted Support and Improvement (TSI) based on the 2024 California School Dashboard. On the 2024 Dashboard, Orangewood High School student groups are performing in the lowest range in the following indicators:
Suspension Rate - no student groups (metric 4.1)

Graduation Rate - no student groups (metric 4.2)

English Language Arts (ELA) – Difference from Standard
All Students: -128.2 points below standard (-35.3 from prior year)
Hispanic Students: -139.1 (-54.9)
Low-Income Students: -125.7 (-32.8)

Math – Difference from Standard
All Students: -212.4 (-27.0)
Hispanic Students: -222.4 (-37.5)
Low-Income Students: -217.7 (-36.9)

College/Career Indicator (CCI)(metric 4.3)
All Students: 3.0%
Hispanic Students: 2.2%

The site administration continued collaborating with Site Leadership and the School Site Council throughout the 2024-2025 school year to create a cohesive MTSS support plan using Equity Multiplier Funds. Additionally, OHS established a Student Advisory Committee, which provided feedback that informed the LCAP, Single Plan for Student Achievement (SPSA), and Equity Multiplier Focus Goal.

The school will utilize Equity Multiplier funds to address the needs identified by the CA School Dashboard and educational partner feedback. The 2024 Dashboard highlights urgent needs in English Language Arts and Math, with all students, including Hispanic and Low-Income groups, performing significantly below standard. College and Career Indicator results remain critically low, particularly for Hispanic students.

The 2025–26 Equity Multiplier Focus Goal for Orangewood has been refined to integrate academic case conferencing, credit recovery, targeted instructional support, and culturally responsive engagement strategies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate, Orangewood: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 Dashboard ALL: 12.3% Hispanic: 12.6% Low Income: 11.9%	2024 Dashboard ALL: 5.9% Hispanic: 5.1% Low Income: 5.8%		ALL: 5.5% Hispanic: 5.5% Low Income: 5.5%	Year 1 ALL: -6.4% Hispanic: -7.5% Low Income: -6.1%
4.2	Graduation Rate, Orangewood: Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: CA School Dashboard	2023 Dashboard ALL: 57.1% Hispanic: 57.5% Homeless Youth: 41% Low Income: 55.8%	2024 Dashboard ALL: 82.2% Hispanic: 83.8% Homeless Youth: 81.1% Low Income: 81.6%		ALL: 80% Hispanic: 80% Homeless Youth: 75% Low Income: 80%	Year 1 ALL: +25.0% Hispanic: +26.3% Homeless Youth: +40.1% Low Income: +25.7%
4.3	College/Career Indicator, Orangewood: Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group	2023 Dashboard ALL: 1.3% Hispanic: 0.9% English Learner: 0% Homeless Youth: 0% Low Income: 0%	2024 Dashboard ALL: 3.0% Hispanic: 2.2% English Learner: 0.0% Homeless Youth: 3.1% Low Income: 3.1%		ALL: 10% Hispanic: 8% English Learner: 7% Homeless Youth: 7% Low Income: 7%	Year 1 ALL: +1.7% Hispanic: +1.3% English Learner: 0.0% Homeless Youth: +3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard					Low Income: +3.1%
4.4	School Climate Survey: Orangewood Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Climate Survey	March 2024 Overall Percent Favorable: 84%	March 2025 Overall Percent Favorable: 82%		Overall Percent Favorable: 95%	Year 1 Overall Percent Favorable: -2%
4.5	Attendance Rate, Orangewood: Percentage of students who were present by student group Source: District Data - Analysis of Data Report from Aeries	Spring 2024 (March 31, 2024) All: 86.1% African American: 84.2% Low Income: 85.5% English Learner: 83.1% Long-Term English Learner: 83.0% Foster Youth: 91.6% Homeless Youth: 82.6% Students with Disabilities: 88.0%	Spring 2025 (March 31, 2025) All: 84.9% African American: 86.5% Low Income: 84.5% English Learner: 82.2% Long-Term English Learner: 82.0% Foster Youth: 94.3% Homeless Youth: 85.8%		All: 95% African American: 94% Low Income: 95% English Learner: 93% Long-Term English Learner: 93% Foster Youth: 95% Homeless Youth: 93% Students with Disabilities: 95%	All: -1.2% African American: 2.3% Low Income: -1.0% English Learner: -0.9% Long-Term English Learner: -1.0% Foster Youth: 2.7% Homeless Youth: 3.2% Students with Disabilities: -3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 84.3%			
4.6	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA), Orangewood: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	baseline established in 2024-2025 2024 Dashboard ALL: -128.2 Hispanic: -139.1 Low Income: -125.7	2024 Dashboard ALL: -128.2 Hispanic: -139.1 Low Income: -125.7		ALL: -75 Hispanic: -75 Low Income: -75	Not applicable: baseline established in 2024-2025
4.7	Smarter Balanced Assessment Consortium achievement in Math, Orangewood: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	baseline established in 2024-2025 2024 Dashboard ALL: -212.4 Hispanic: -222.4 Low Income: -217.7	2024 Dashboard ALL: -212.4 Hispanic: -222.4 Low Income: -217.7		ALL: -150 Hispanic: -150 Low Income: -150	Not applicable: baseline established in 2024-2025

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of Goal 4 actions at Orangewood High School aligned closely with the planned objectives, successfully leveraging LCFF Equity Multiplier funds to address educational disparities and support underserved student populations. Specifically, Tier I Behavioral and Attendance Supports (Action 4.1) were fully implemented, significantly reducing the school's suspension rate by 3% and chronic absenteeism

by 30%. This success was attributed to comprehensive tiered supports, effective use of alternative suspension practices, and improved community engagement activities, which saw attendance at key events like Back to School Night and Open House increase by 200%.

Tier II Counseling Supports (Action 4.2) were also fully executed as planned, with regular meetings of the MTSS team providing focused interventions and support for credit recovery, mental health, and academic needs. The additional counseling resources facilitated personalized support through small-group sessions and individual counseling, contributing positively to student well-being and academic engagement.

Similarly, Tier III Social-Emotional and Mental Health Supports (Action 4.3) were successfully implemented, with the MTSS team delivering personalized SEL support through small groups and individual interactions. These supports effectively fostered stronger relationships between students and staff and connected students to critical external resources.

However, Action 4.4, Supplemental Professional Development, was not implemented using the originally intended Equity Multiplier funds. Instead, Educator Effectiveness Block Grant funds were used for professional development. These funds will not be available in subsequent years.

Overall, Goal 4 actions significantly improved the school climate, enhanced student support structures, and contributed to measurable positive outcomes in suspension rates, attendance, and student engagement at Orangewood High School.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For Goal 4, there was one material difference between budgeted and actual expenditures. Action 4.4, which was designed to provide supplemental professional development to support staff in addressing student needs, was not funded by Equity Multiplier funds. Instead, professional development was funded by the Educator Effectiveness Block Grant, which will not be available in subsequent years. This adjustment allowed the district to maintain the planned support for staff without increasing Equity Multiplier expenditures. All other actions under Goal 4 were implemented as planned and closely aligned with budget projections.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Redlands Unified School District’s Goal 4 focuses on using state funds to address educational disparities at Orangewood High School, a continuation school serving students who need alternative pathways to graduation. This goal aims to support underserved student populations through tiered behavioral, attendance, and social-emotional supports, fostering a positive school climate and increasing student engagement. As this is the first year of a three-year Local Control and Accountability Plan cycle, the 4 actions under Goal 4 are assessed for early signs of progress using the metrics identified in each action’s description.

Note on Metrics Referenced: Each action includes specific metrics, all of which are referenced in the analysis below. The table at the end of this section lists the full set of metrics tied to each action. Additional performance details can be found in the "Measuring and Reporting Results" section of the Local Control and Accountability Plan.

Tiered Behavioral, Attendance, and Social-Emotional Supports (Actions 4.1, 4.2, 4.3)

These actions provided tiered supports at Orangewood High School to reduce suspensions, improve attendance, and enhance student well-being. Action 4.1 implemented Tier 1 behavioral and attendance supports, Action 4.2 offered Tier 2 counseling, and Action 4.3 provided Tier 3 social-emotional and mental health support.

In Year 1, these actions showed early progress. Attendance at Orangewood High School was 84.9% (M4.5), slightly below the Year 3 target of 95%, reflecting a stable foundation for engagement. The school climate survey showed a favorability rating of 82% (M4.4), moving toward the Year 3 target of 95%. The College/Career Indicator for students improved from 1.3% to 3.0% (M4.3), progressing toward the Year 3 target of 10%. Graduation rates also saw significant gains, rising from 57.1% to 82.2% (M4.2), surpassing the Year 3 target of 80%. Suspension rates decreased from 12.3% to 5.9% (M4.1), meeting the Year 3 target of 5.5%. Effectiveness Determination: Effective – These actions are already showing strong impact on graduation, suspensions, and school climate, with continued growth expected to meet attendance targets by Year 3.

Supplemental Professional Development (Action 4.4)

This action provided staff training in areas like multi-tiered support systems and restorative practices to improve student outcomes. The training supported improvements in suspensions (from 12.3% to 5.9%, M4.1), graduation rates (from 57.1% to 82.2%, M4.2), college/career readiness (from 1.3% to 3.0%, M4.3), and school climate (82% favorability, M4.4), all of which align with the action's goals. Effectiveness Determination: Building Toward Effective – This action is laying a foundation for improved outcomes through staff development, with full effectiveness by Year 3 requiring sustained impact on attendance (M4.5).

Goal 4 Metric Reference Table:

4.1 Tier I: Behavioral and Attendance Supports	M4.1, M4.5
4.2 Tier II: Counseling Supports	M4.1-4.5
4.3 Tier III: Social-Emotional and Mental Health Supports	M4.4
4.4 Supplemental Professional Development	M4.1-4.4

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on data from the 2024 California Schools Dashboard, the focus of professional development (4.4) will include a focus on addressing academic outcomes. Additionally, metrics 4.6 and 4.7 were added to measure progress in English Language Arts (ELA) and Math.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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. • 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 The efficacy of this action will be reflected in these metrics: M4.1, M4.5	$202,000.00	No
4.2	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. • 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 The efficacy of this action will be reflected in these metrics: M4.1-M4.5	$87,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	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 supports. • Provide staffing (e.g., on-campus mental health specialist) • Provide support materials and supplies The efficacy of this action will be reflected in these metrics: M4.4	$57,000.00	No
4.4	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. • Provide associated fees for professional development (i.e., Conference fees, travel expenses) • Provide substitute coverage for staff attending professional development The efficacy of this action will be reflected in these metrics: M4.1-4.4, 4.6 & 4.7	$16,345.00	No

Goals and Actions

Goal

Goal #	Description	Type of 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)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district implemented an electronic exchange via ThoughtExchange in January 2025 to gather input from educational partners in District Programs identified to receive Equity Multiplier funds. This platform facilitated ongoing feedback and collaborative processing of community thoughts and ideas regarding the status, growth, and needs of the students and the educational programs offered. Educational partners, including parents, community members, staff (classified, certificated, management), and students, actively participated in this exchange. Program administrators reviewed the results, which highlighted needs and areas for improvement that educational partners rated highly. Social-emotional and mental health supports were identified as highly important by all groups.

Given that a significant portion of the District Programs population comprises students in Home/Hospital Education, collaboration between site administration, Health Services, and Special Services, including the Special Education Parent Advisory Committee, provided crucial

insights. Input from East Valley SELPA, Redlands Special Services, and local medical facilities highlighted the need to enhance timely communication with residential medical facilities within the district boundaries to ensure that eligible students receive the appropriate supports and services promptly.

The district identified this goal for focused attention based on the analysis of available data and comprehensive input from educational partners. Since "District Programs" is not a school site identified on the California Schools Dashboard, local data was compiled and reviewed. Need can be identified in the following areas for the student groups listed.
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)

Suspension Rates:
Home/Hospital Education - While it seems that low-income students have a disproportionately high suspension rate, it must be noted that the population is too small for the data to be significant (metric 5.5)
RISE - All students, While it seems that English learners and Students with Disabilities have a disproportionately high suspension rate, it must be noted that the population is too small for the data to be significant (metric 5.5)

The analysis revealed the need for increased and improved support in positive attendance rates, which can be considered when reviewing the Chronic Absenteeism Indicator of the California School Dashboard.
The actions of this goal aim to address this need through the addition of staff dedicated to outreach, communication, counseling, and tiered supports. Furthermore, tiered interventions, including the availability of tutoring, will promote academic progress and facilitate smooth transitions back to comprehensive school sites. By the nature of the Independent Study and Home/Hospital Education programs, academic progress and attendance are highly correlated. As such, positive progress noted in attendance will also indicate academic progress.

By incorporating the valuable feedback from educational partners, the district aims to create a more equitable educational environment that recognizes and addresses the specific challenges faced by the underserved student population in district programs, aligning with the principles of the LCFF Equity Multiplier.

This goal will continue through the 2025-2026 school year utilizing funds that were not spent in the 2024-2025 school year. No additional funds are added to this goal. The budgeted amounts reflect the remaining balance from the original allocation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Attendance Rates, District Programs: Percentage of students who were present by program and student group, through March 31 Source: District Data - Analysis of Data Report from Aeries	Spring 2024 (March 31, 2024) Redlands Independent Study (RISE): 99.6% Low Income 99.5% English Learners 100% Foster Youth NA African American 80.4% Students With Disabilities 100% Home/Hospital Education (HHE): 73.6% Low Income 69.5% English Learners 64.5% Foster Youth 78.7% African American 74.2% Students With Disabilities 75.4%	Spring 2025 (March 31, 2025) Redlands Independent Study (RISE): 90.4% Low Income: 89.7% English Learners: 100% Foster Youth: N/A African American: 89.7% Students With Disabilities: 93.5% Home/Hospital Education (HHE): 80% Low Income: 79.8% English Learners: 79.5% Foster Youth: 82.2% African American: 77.2% Students With Disabilities: 79.4%		Redlands Independent Study (RISE): 99.6% Low Income 99.5% English Learners 100% Foster Youth NA African American 95% Students With Disabilities 100% Home/Hospital Education (HHE): 90% Low Income 85% English Learners 85% Foster Youth 90% African American 85% Students With Disabilities 85%	Year 1 Redlands Independent Study (RISE): -9.2% Low Income: -9.8% English Learners: 0% Foster Youth: N/A African American: +9.3% Students With Disabilities: -6.5% Home/Hospital Education (HHE): +6.4% Low Income: +10.3% English Learners: +15% Foster Youth: +3.5% African American: +3% Students With Disabilities: +4%
5.2	Chronic Absenteeism, RISE Elementary: Percentage of students chronically absent, by student group	2023-2024 (CA School Dashboard) (Elementary RISE only) All 41.2% Low Income 48.1%	2024-2025 (CA School Dashboard) (Elementary RISE only) All: 21.4%		All 9% Low Income 9% African American 10%	Year 1 All: -19.8% Low Income: -25% African American (data group is too small to be

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: District analysis of data extrapolated from CA School Dashboard	African American (data group is too small to be considered significant) *Corrected & Updated 4/8/2025	Low Income: 23.1% African American (data group is too small to be considered significant)			considered significant)
5.3	Tiered Intervention Implementation, District Programs: Implementation of tiered intervention supports based on student need Source: Local Survey	Spring 2024 (third quarter survey) FULL IMPLEMENTATION	Spring 2025 (third quarter survey) FULL IMPLEMENTATION		FULL IMPLEMENTATION	Year 1 Maintained
5.4	Exit Rate, RISE: Percentage of students exited during the school year who were returned to their home school Source: District Data - Analysis of Data Report from Aeries	2023-2024 School Year 90.9%	2024-2025 School Year 76.7%		50%	Year 1 -14.2%
5.5	Suspension Rates, District Programs: Percentage of students who were suspended at least one day, by program and student group, through March 31	Spring 2024 (March 31, 2024) Redlands Independent Study (RISE): 5.2% Low Income 3.1% English Learners 0.0% Foster Youth 0.0% African American 0.5%	Spring 2025 (March 31, 2025) Redlands Independent Study (RISE): 1.7% Low Income: 1.7% English Learners: 0.0%		Redlands Independent Study (RISE): 1% Low Income 1% English Learners 2% Foster Youth 0% African American 1%	Year 1 Redlands Independent Study (RISE): -3.5% Low Income: -1.4% English Learners: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: District Data - Analysis of Data Report from Aeries	Students With Disabilities 1.6% Home/Hospital Education (HHE): 3.4% Low Income 2.3% English Learners 0.0% Foster Youth 0.0% African American 0.0% Students With Disabilities 2.3% *Corrected & Updated 4/8/2025	Foster Youth: 0.0% African American: 0.4% Students With Disabilities: 0.0% Home/Hospital Education (HHE): 1.5% Low Income: 1.5% English Learners: 0.0% Foster Youth: 0.0% African American: 0.0% Students With Disabilities: 1.5%		Students With Disabilities 2% Home/Hospital Education (HHE): 1% Low Income 1% English Learners 0.0% Foster Youth 0.0% African American 0.0% Students With Disabilities 1%	Foster Youth: 0.0% African American: +0.1% Students With Disabilities: -1.6% Home/Hospital Education (HHE): -2.0% Low Income: -0.8% English Learners: 0.0% Foster Youth: 0.0% African American: 0.0% Students With Disabilities: -0.8%
5.6	Parent Communication Survey, District Programs: Parent survey about school to home communication and overall satisfaction with district programs Source: Local Survey	Spring 2025 77.8% of parents report effective communication between the program team and their family. 92.6% of parents feel the program team is responsive when they have questions or concerns. 92.6% of parents are satisfied with the level of academic support	Spring 2025 77.8% of parents report effective communication between the program team and their family. 92.6% of parents feel the program team is responsive when they have questions or concerns.		85% of parents report effective communication between the program team and their family. 97% of parents feel the program team is responsive when they have questions or concerns. 97% of parents are satisfied with the	Year 1 Not Applicable: baseline established in Year 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		provided to their student. 66.7% of parents believe the program meets their child's academic and social-emotional needs. 88.9% of parents are likely to recommend the program to other families.	92.6% of parents are satisfied with the level of academic support provided to their student. 66.7% of parents believe the program meets their child's academic and social-emotional needs. 88.9% of parents are likely to recommend the program to other families.		level of academic support provided to their student. 80% of parents believe the program meets their child's academic and social-emotional needs. 95% of parents are likely to recommend the program to other families.	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–2025 school year, all actions within Goal 5 were fully implemented to support students enrolled in Redlands Unified School District's alternative education programs, specifically Redlands Independent Study Education (RISE) and Home/Hospital Education (HHE). The district leveraged LCFF Equity Multiplier funds to build systems of support aimed at eliminating barriers for historically underserved student groups, including English Learners, Foster Youth, and Low-Income students. Staff were in place to coordinate with medical providers and community agencies to ensure timely enrollment and services for students qualifying for HHE. At the same time, robust supports were implemented to foster engagement and success in both RISE and HHE, including program facilitation, access to mental health services, tiered interventions, and regular family communication. Scheduled tutoring opportunities were made available to address academic needs, and necessary instructional materials, supplies, and technology were distributed to support both intervention and enrichment. These comprehensive actions were rolled out as planned, with a long-term design intended to evolve and expand through 2026–2027.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For Goal 5, there were material differences between budgeted and actual expenditures, which reflect the intentional design of this Equity Multiplier goal as a multi-year initiative. While all actions were fully funded and implementation began as planned, the full scope of expenditures was structured to roll out over three years. As only the first year has concluded, a significant portion of the funds remains unspent. These funds will carry forward into the 2025–2026 school year and continue to support the expansion of services for students enrolled in RISE and Home/Hospital Education. This multi-year funding model ensures the district can sustain and grow these programs in a thoughtful, phased manner, providing ongoing support to students who need it most. By maintaining this level of flexibility and long-term planning, the district remains well-positioned to adapt services to meet the evolving needs of English Learners, Foster Youth, and Low-Income students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Redlands Unified School District's Goal 5 focuses on supporting students in the Redlands Independent Study Education and Home/Hospital Education programs, which serve students needing alternative learning environments due to medical or other needs. This goal aims to improve academic engagement, attendance, and overall well-being, particularly for historically underserved student groups. As this is the first year of a three-year Local Control and Accountability Plan cycle, the 4 actions under Goal 5 are assessed for early signs of progress using the metrics identified in each action's description.

Note on Metrics Referenced: Each action includes specific metrics, all of which are referenced in the analysis below. The table at the end of this section lists the full set of metrics tied to each action. Additional performance details can be found in the "Measuring and Reporting Results" section of the Local Control and Accountability Plan.

Community Connections and Program Support (Actions 5.1, 5.2)

These actions built relationships with community agencies to support enrollment and provided tiered interventions to improve engagement and attendance. Action 5.1 coordinated with medical providers, and Action 5.2 facilitated program support and interventions.

In Year 1, these actions showed early progress. Home/Hospital Education attendance improved from 73.6% to 80% (M5.1), moving toward the Year 3 target of 90%, with English Learners increasing from 64.5% to 79.5%. Redlands Independent Study Education attendance was 90.4%, though below the Year 3 target of 99.6%. Chronic absenteeism in elementary Redlands Independent Study Education decreased from 41.2% to 21.4% (M5.2), progressing toward the Year 3 target of 9%. Suspension rates dropped significantly, with Redlands Independent Study Education at 1.7% and Home/Hospital Education at 1.5% (M5.5), meeting Year 3 targets. Parent surveys showed 92.6% satisfaction with academic support (M5.6). Effectiveness Determination: Building Toward Effective – These actions are laying a foundation for improved attendance and engagement, with full effectiveness by Year 3 requiring sustained attendance gains in Redlands Independent Study Education.

Academic Intervention and Enrichment (Actions 5.3, 5.4)

These actions provided tutoring, academic supports, and enrichment opportunities to address student needs. Action 5.3 expanded instructional opportunities, and Action 5.4 supplied resources for intervention and enrichment.

Year 1 results indicated foundational progress. The Redlands Independent Study Education exit rate was 76.7% (M5.4), above the Year 3 target of 50%, reflecting program stability. Full implementation of tiered interventions supported student outcomes (M5.3). Parent surveys showed 66.7% agreement that programs met students' academic and social-emotional needs (M5.6), progressing toward the Year 3 target of 80%. Suspension rates were low at 1.7% for Redlands Independent Study Education and 1.5% for Home/Hospital Education (M5.1–M5.5). Effectiveness Determination: Building Toward Effective – These actions are showing early promise in supporting student needs, with full effectiveness by Year 3 requiring continued improvement in parent satisfaction metrics.

Goal 5 Metric Reference Table:
5.1 Community Connections M5.6
5.2 Program Facilitation and Tiered Interventions M5.1-5.6
5.3 Additional Instructional Opportunities M5.3, M5.4, M5.6
5.4 Academic Intervention and Enrichment M5.1-M5.6

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes are anticipated to the actions of Goal 5. All actions remain aligned to the district's long-term strategy of improving access, support, and outcomes for students in RISE and HHE programs. Because this goal is intentionally structured to support students over a three-year implementation period, some funds remained unspent and will be carried forward into the 2025–2026 school year to continue building program capacity and expanding services as outlined in the upcoming LCAP.

The baseline data for M5.2 and M5.5 was corrected and adjusted to allow for accurate comparisons across the years. The baseline for M5.6 was established in the 2024-2025 school year and is reflected in the Year 1 Outcome column of the metrics table.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Community Connections	The District Programs will build and maintain positive relations with local medical facilities and community agencies to ensure students eligible for	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		home/hospital education (HHE) are identified, enrolled, and supported in a timely manner. • Provide additional staff to maintain communication with community agencies • Coordinate efficient processes with community agencies • 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. The efficacy of this action will be reflected in these metrics: M5.6		
5.2	Program Facilitation and Tiered Interventions	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. • 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 The efficacy of this action will be reflected in these metrics: M5.1-5.6	$251,000.00	No
5.3	Additional Instructional Opportunities	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	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		college & career readiness. • 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 The efficacy of this action will be reflected in these metrics: M5.3, M5.4, M5.6		
5.4	Academic Intervention and Enrichment	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. • 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) The efficacy of this action will be reflected in these metrics: M5.1-M5.6	$45,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$43,393,897	$3,608,074

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.625%	0.000%	$0.00	20.625%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Tiered Social-Emotional and Mental Health Supports **Need:** Educational partners highlighted the need for robust mental health resources. In response, this action is dedicated to social-emotional and mental health support to provide more comprehensive services, including the hiring of specialized staff and the provision of targeted	To effectively support socio-economically disadvantaged students, foster youth, and English learners, recent studies underscore the importance of social-emotional education and mental health support. Research consistently demonstrates that Social-Emotional Learning (SEL) programs significantly enhance academic achievement, social behavior, and emotional well-being, fostering a conducive learning environment. SEL programs have been proven to boost academic performance, engagement, and social	as listed in action description

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	professional development. An analysis of current data supports the need for improved services as mental health and social-emotional needs often create a barrier to positive school attendance. Analysis of district data shows that all students had a 93.4% attendance rate, whereas English Learners had a lower rate at 92.3%, Low-Income students at 92.6%, and Foster Youth at 91.0%. Based on data from the 2023 CA School Dashboard, the chronic absenteeism rate was 24% for all students, higher rates were observed among English Learners at 26.4%, Low-Income students at 29.1%, and Foster Youth at 26.1%. **Scope:** LEA-wide	competencies, which contribute to reduced behavioral issues and improved classroom dynamics (Durlak et al., 2011; Jones et al., 2017). Tiered mental health supports, facilitated through interventions like the School-Wide Positive Behavioral Interventions and Supports, show positive outcomes in student behavior and teacher-student interactions (Bradshaw et al., 2010; Atkins et al., 2010). Professional development for teachers enhances their social and emotional competence, crucial for fostering a positive classroom environment (Jennings & Greenberg, 2009). The effectiveness of SEL instructional materials and programs for early education settings is well-documented, particularly in benefiting targeted student groups (CASEL, 2013). A 2024 report by the Learning Policy Institute synthesizes data from multiple meta-analyses, affirming the broad impact of SEL across all educational levels on academic and social outcomes. Yale School of Medicine's 2023 study further supports the critical role of SEL in addressing the mental health crisis among youth, emphasizing its substantial benefits in academic performance and student well-being. The Education Development Center (2021) discusses the long-term benefits of SEL, including career and family success, highlighting the importance of integrating community and family in SEL efforts. CASEL's 2024 guidance on advancing SEL stresses the need for systemic integration into school culture, continuous professional	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		development, and community involvement for sustainable implementation. SEL and mental health supports play a critical role in improving educational outcomes and addressing broader social and emotional challenges among vulnerable student populations. This action is a part of the district's overall effort to improve the culture and climate of the district at the classroom, school, and community levels. Together with actions 1.2 and 1.4, this action is focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. It also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important, they are particularly important for unduplicated pupils who have historically experienced and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Research shows that adverse childhood experiences (ACEs) disparately affect student groups, including foster youth, students from low-income families, including students experiencing homelessness. Furthermore, students and their families who reside in low-income neighborhoods are more vulnerable to the effects of ACEs on students' social-emotional learning and mental and physical health (Goldstein, 2020). Through these actions and services, data will demonstrate an increase in school connectedness and attendance for unduplicated student groups. This action includes Tier III staff operating from the District office to	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		provide targeted and specialized support to school sites, professional development, social-emotional curriculum, and mental health support materials. Additionally, this action includes mental health associate clinicians who are able to provide intensive counseling and therapy to students in need. Fostering positive school climates and attending to students' social-emotional needs is crucial across all campuses. However, this action principally provides tiered supports tailored to the trauma, stressors, and inclusion challenges disproportionately faced by foster youth, English learners, and low-income groups. An LEA-wide structure ensures consistent implementation of evidence-based SEL curricula and intervention protocols districtwide. It enables equitable distribution of specialized mental health staffing based on student need data. Centralized resources facilitate procurement and staff training specific to unduplicated pupils' experiences. Though benefiting all students, an LEA-wide approach systematically cultivates positive school environments validating high-need populations. This cohesive model proactively increases attendance, connectedness, and achievement among vulnerable groups.	
1.2	**Action:** Positive Behavior Supports **Need:** Analysis of disciplinary data reveals that unduplicated student groups, particularly foster youth and low-income students, are disproportionately subject to school discipline.	To enhance school climate and decrease suspension rates among socio-economically disadvantaged students, foster youth, and English learners, Positive Behavioral Interventions and Supports (PBIS) have proven effective. The research supports the implementation of PBIS, indicating significant improvements in student behavior and school safety.	as listed in action description

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	This pattern indicates a need for behavioral interventions that address underlying causes rather than punitive measures. A review of available data from the 2023 CA School Dashboard shows a disparity between unduplicated student groups and the overall district average in suspension rates. Additionally, while the suspension rate for English Learners is equal to all students, it is a higher rate than the state average of 3.5%. The suspension rate for all students and for English Learners was 4.5%, Foster Youth faced a much higher rate at 9%, and Low-Income students were also higher at 5.6%. Educational Partner input continues to support the addition of the Positive Behavior and Supports (PBIS) initiative at all levels to improve school climate and increase student engagement. **Scope:** LEA-wide	Studies indicate that PBIS implementation in elementary and middle schools significantly reduces disciplinary referrals and promotes a positive school environment (Bradshaw et al., 2008; Simonsen et al., 2008). The adoption of PBIS has been linked to an increase in prosocial behaviors and academic achievement through professional development and training (McIntosh et al., 2009). Technological tools and materials supporting PBIS, such as apps and educational materials, facilitate effective implementation and help maintain low rates of office discipline referrals (Sugai & Horner, 2009; McIntosh et al., 2013). The Center on PBIS in 2024 emphasized PBIS's role in creating equitable and positive school environments, demonstrating its effectiveness across various U.S. schools. In 2024, a significant federal investment of $21 million was allocated to enhance PBIS programming, reflecting strong governmental support for its role in improving educational outcomes (UConn Today, 2024). Recent randomized controlled trials (RCTs) and comprehensive studies have shown that PBIS not only improves overall school climate and classroom management but also enhances academic performance, particularly for students with behavioral challenges (Center on PBIS, 2023). These findings highlight PBIS as an essential framework for fostering better behavioral and academic outcomes, making it a critical component of strategies aimed at supporting vulnerable student populations. This action is a	

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		part of the district's overall effort to improve the culture and climate of the district at the classroom, school, and community levels. Together with actions 1.1 and 1.4, this action is focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. This strategy, particularly focused on supporting Foster Youth, English Learners, and Low-Income students, includes the provision of specialized Tier 3 staffing such as a BCBA coordinator and paraprofessionals. Additionally, the district will invest in professional development and training for staff, subscriptions to key resources like PBIS Apps and 5Star, and the necessary materials and supplies to ensure the effective implementation and sustainability of these positive behavior supports and services. Promoting positive student behaviors and school connectedness is essential across all campuses. However, this action principally provides multi-tiered systems of support tailored to the challenges disproportionately faced by foster youth, English learners, and low-income students in feeling engaged. An LEA-wide approach enables consistent implementation of evidence-based PBIS frameworks and data tracking districtwide. It facilitates equitable access to engagement resources like clubs/activities and specialized behavior intervention staffing. Centralized oversight allows for strategic deployments based on disciplinary and participation data around high-need groups. Though benefiting all students, an LEA-wide structure systematically fosters inclusive, supportive school climates for underserved	

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		populations. This cohesive model increases attendance, decreases suspensions, and improves overall outcomes for these vulnerable student groups.	
1.3	**Action:** Restorative Practices **Need:** Disproportionate rates of suspensions among unduplicated student groups highlight a critical need for equitable disciplinary practices. Restorative practices are identified as a need based on the disciplinary data and feedback from community focus groups emphasizing the importance of non-punitive discipline methods. A review of available data from the 2023 CA School Dashboard shows a disparity between unduplicated student groups and the overall district average in suspension rates. The suspension rate for all students and for English Learners was 4.5%, Foster Youth faced a much higher rate at 9%, and Low-Income students were also higher at 5.6%. Additionally, while the suspension rate for English Learners is equal to all students, it is a higher rate than the state average of 3.5%. Educational Partner input continues to support the implementation of Restorative Practices at all levels to improve school climate and increase student engagement with the feedback from high school students expressing the need for increased use of strategies.	To address conflicts and reduce suspension rates, particularly among socio-economically disadvantaged students, foster youth, and English learners, the implementation of restorative practices has proven effective. The following research highlights the positive outcomes associated with restorative practices in educational settings: Case studies and quasi-experimental studies illustrate that restorative practices significantly reduce school suspensions and enhance the school climate by promoting positive student behavior (Hopkins et al., 2016; Morrison et al., 2018). Professional development and training resources such as restorative circles facilitate the successful adoption of these practices, aiding in community building and conflict management within schools (Wachtel & McCold, 2014; Thorsborne & Blood, 2013). Materials and guides for implementing restorative practices are crucial, providing educators with the necessary tools to conduct restorative circles and conflict resolution activities effectively (Hopkins et al., 2016). A 2023 study by the University of Chicago Education Lab confirmed that restorative practices in Chicago Public Schools effectively reduce suspensions and arrests, positively influence school climate, and notably reduce racial disparities in discipline.	as listed in action description

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	Scope: LEA-wide	The Learning Policy Institute in 2023 highlighted the broader benefits of restorative practices, including improved academic engagement and performance, particularly among racially marginalized student groups, thereby addressing systemic inequities. Restorative practices are effective in creating safer, more inclusive school environments. The evidence strongly supports the inclusion of restorative practices in strategies aimed at improving disciplinary outcomes and relationships in schools serving vulnerable student populations. Learning in Safe and Secure Environments is one of the five initiatives outlined in the Redlands 2025 vision. This goal provides additional staff and programmatic support at schools with high numbers of unduplicated student groups. Additional staffing provides more access to resources and support to vulnerable populations, such as foster youth, English learners, and students in low-income families, who are disproportionately affected by adverse conditions. Restorative Practices strategies used by these staff members address the limited sense of belonging and school connectedness that unduplicated pupils experience, which stems at least partly from the dissonance between their learning opportunities and their lived experiences. Developing restorative discipline approaches benefits school climates across the district. However, this action principally provides training and systems to support foster youth, English learners, and low-income students disproportionately impacted by adverse childhood experiences (ACEs). An LEA-wide model ensures consistent implementation of evidence-based	

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		restorative justice protocols districtwide. It allows for equitable deployment of specialized staff based on data around high-need populations. Centralized resources facilitate procurement and staff development tailored to unduplicated pupils' trauma-informed needs. Though benefiting all students, an LEA-wide structure systematically builds positive relationships and alternatives to punitive discipline for vulnerable groups. This cohesive approach proactively improves school connectedness, reduces suspensions, and increases achievement for high-risk populations.	
1.4	**Action:** Comprehensive School Counseling Program **Need:** Data from academic performance and student surveys indicate that unduplicated students, including English learners and low-income students, face unique challenges in academic planning and emotional support which affect their school performance and post-secondary readiness. Analysis of district data shows that all students had a 93.4% attendance rate, whereas English Learners had a lower rate at 92.3%, Low-Income students at 92.6%, and Foster Youth at 91.0%. The data on the 2023 California School Dashboard indicates lower academic achievement for English Learners, Low-Income students, and Foster Youth compared to the district average. This discrepancy underlines the necessity for enhanced academic supports and resources tailored to uplift these groups' performance. On the CAASPP ELA all students averaged	This action is a part of the district's overall effort to improve the culture and climate of the district at the classroom, school, and community levels. Together with actions 1.1 and 1.2, this action is focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. A comprehensive approach focused on American School Counselor Association (ASCA)-aligned school counseling programs enhances the support structures in schools This approach is designed to provide data-driven, tiered support systems that encompass Academics, Social Emotional Learning, and College/Career Readiness, ensuring a holistic development approach for students. Included in this action is the provision of professional development and support for all counselors, enabling them to effectively implement and manage these ASCA-aligned programs. To specifically address the needs of unduplicated student groups, including English Learners, Low-Income students, and Foster Youth, the plan includes site-based counseling support. These	as listed in action description

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	2.7 points below standard while unduplicated student groups averaged significantly lower - Low Income students, 26.3 points below standard; English Learners, 58.4 points below standard; and Foster Youth, 87.6 points below standard. In Math, all students averaged 39.9 points below standard with unduplicated student groups lagging significantly behind -- Low Income students, 64.4 points below; English Learners, 85.1 points below; and Foster Youth, 154.2 points below. Educational partners strongly support the continued implementation of a Comprehensive Counseling Program as input emphasizes the importance of addressing both the academic and mental/wellness health needs of our students to ensure they remain in school and actively engaged in learning. **Scope:** LEA-wide	supports are geared towards offering Tier 2 services such as at-risk conferencing, college and career awareness activities, and focused social-emotional learning groups, all aimed at enhancing student connectedness and improving attendance rates. The implementation of a Comprehensive School Counseling Program is aimed at improving attendance and academic performance, particularly focusing on low-income students, foster youth, and English learners. Here's a summary of key research findings supporting this initiative: Lapan et al. (2012) provide an overview of comprehensive school counseling programs, noting their significant impact on academic achievement and attendance. Sink and Stroh (2003) discuss the effectiveness of the Recognized ASCA Model Program (RAMP) in enhancing school counseling services, leading to improved student outcomes. Carey and Dimmitt (2012) demonstrate that increased counseling staffing correlates with improved student outcomes, such as academic achievement and regular attendance. Whiston et al. (2017) confirm the efficacy of school counseling interventions in boosting school success metrics, including academic and attendance rates. The ASCA National Model outlines essential materials and resources needed to implement effective school counseling programs, which include tools for academic conferencing, college and career readiness, and social-emotional learning.	

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		Dollarhide and Lemberger (2015) emphasize the necessity of ongoing professional development for school counselors to effectively meet the diverse needs of students. Carey et al. (2017) discuss how professional development aids school counselors in reducing dropout rates by equipping them with the necessary skills to support at-risk students. A 2023 systematic review in the Professional School Counseling Journal advocates for the integration of counseling services into the core educational framework, highlighting their positive impact on students' academic and social-emotional skills. The American School Counselor Association (2023) notes the continued benefits of school counseling programs in improving student outcomes, underscoring the counselors' role in linking academic support with social-emotional learning. The District will enhance support for Low-Income students, Foster Youth, and English Learners by implementing counseling services at both elementary and secondary school sites. This initiative targets at-promise academic conferencing, college and career readiness activities, and specialized social-emotional learning groups to foster student connectedness and improve attendance. To achieve these goals, the district will employ counselors and support staff, provide necessary materials and supplies, and offer professional development and training opportunities to ensure effective implementation and sustainability of the support programs.	

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		Student access to comprehensive counseling services is essential across all schools. However, this action principally expands academic, college/career, and social-emotional counseling support tailored to low-income, foster, and English learner students facing systemic barriers. An LEA-wide approach ensures consistent counseling standards, curricula, and intervention protocols districtwide. It allows the strategic deployment of additional counselors to sites with the highest concentrations of unduplicated pupils based on data analysis. Centralized resources facilitate specialized training for staff on trauma-informed practices benefiting these student groups. Though benefiting all students, an LEA-wide model provides focused counseling interventions to improve connectedness, attendance, and achievement for vulnerable populations. This cohesive system efficiently increases critical counseling services for high-need groups.	
1.5	**Action:** Comprehensive School Counseling: Academic Case Carrier Program **Need:** Educational partner input continues to support the Academic Case Carrier Program. Input from survey data from school counselors and feedback from foster youth indicate a specific need for personalized academic support and guidance. Foster youth and low-income students often face unique educational challenges, including frequent school changes and gaps in academic progress, which can hinder their ability to succeed academically.	The implementation of Academic Case Carriers, who are counselors designated to primarily support foster youth, addresses the identified need by providing consistent and individualized academic guidance and support. This service is offered LEA-wide to ensure that all foster youth and low income students with extenuating needs across the district receive the dedicated assistance they need to navigate their educational journey effectively, improving their academic outcomes and stability in school settings. Additional Tier 3 counseling services, provided by the Academic Case Carriers (ACCs), help form a supportive approach that principally benefits foster youth, who are experiencing higher rates of	as listed in action description

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	Overall, 46.9% of graduates were placed in the 'Prepared' level, with Foster Youth at 10.5%, and Low Income students at 41.1% (2023 CA School Dashboard). As seen on the 2023 CA School Dashboard, all students had an A-G completion rate of 83.7%, while Foster Youth completed at a lower rate of 80.8%, and Low-Income students at 50.0%. On the 2023 CA School Dashboard for Redlands Unified School District, the graduation rate for all students was 86.2%, with Foster Youth at 55%, and Low Income students at 84.4%. Based on data from the 2023 CA School Dashboard, the overall high school dropout rate in Redlands Unified was 10.1%, but it rose sharply for Low-Income students at 11.7% and was extremely high for Foster Youth at 36.8%. **Scope:** Schoolwide	chronic absenteeism, trauma exposure, and other challenges beyond academics. Personal calls and/or home visits from school staff help forge a connection with unduplicated pupils and their families. In particular, home visits deepen empathy for the lived experiences of those who are in greatest need, which ultimately improves re-engagement efforts. Similarly, the delivery of targeted social-emotional and mental health support -- either directly by Academic Case Carriers or through other community partnerships -- addresses the challenges of unduplicated pupils, whose access to such resources is generally limited. Research shared in Action 1.3 applies to this action as the Academic Case Carrier program is the Tier 3 level of the Comprehensive School Counseling program. Providing intensive case management support for at-promise youth is a critical need across the district. However, this program principally offers Tier 3 services tailored to the unique challenges faced by foster youth and low-income secondary students (grades 6-12). A "schoolwide" approach ensures consistent case carrier protocols, training, and data tracking across secondary schools districtwide. It enables strategic staffing placements based on foster/low-income student locations and needs analysis. Centralized resources facilitate access to community partnerships and wraparound services benefiting these vulnerable groups. Though focused on high-need populations, this structure strengthens the entire system of care. This comprehensive model increases attendance, connectedness, academic persistence, and resilience among foster and low-income youth through personalized interventions.	

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1.6	**Action:** Intervention Support Teams **Need:** Performance data indicate significant gaps in literacy and math skills among English learners and low-income students. Regular assessments and feedback from teachers highlight these students' struggles with foundational skills necessary for academic progress. Based on data from the 2023 CA School Dashboard, the overall high school dropout rate in Redlands Unified was 10.1%, but it rose sharply for English Learners at 26.0%, Low-Income students at 11.7%, and was extremely high for Foster Youth at 36.8%. Furthermore, the data on the 2023 California School Dashboard indicates lower academic achievement for English Learners, Low-Income students, and Foster Youth compared to the district average. This discrepancy underlines the necessity for enhanced academic supports and resources tailored to uplift these groups' performance. On the CAASPP ELA all students averaged 2.7 points below standard while unduplicated student groups averaged significantly lower - Low Income students, 26.3 points below standard; English Learners, 58.4 points below standard; and Foster Youth, 87.6 points below standard. In Math, all students averaged 39.9 points below standard with unduplicated student groups lagging significantly behind -- Low Income students, 64.4 points below; English	Intervention Support Teams are established at each school throughout the district to provide targeted support in literacy and math. These teams focus on identifying and assisting students who are behind academically, with a special emphasis on low-income students, English learners, and foster youth, ensuring they receive the necessary resources and interventions to close achievement gaps. Adverse childhood experiences (ACEs) can have a significant impact on cognitive skills and academic achievement (Jimenez, 2016). By building positive and nurturing relationships and developing an engaging learning environment, teachers can help to minimize the negative effects of ACEs (Burns, 2020). Because ACEs can disproportionately affect student groups, such as students from low-income families, providing strategic interventions will help students build the confidence, resiliency, and necessary cognitive skills to reach their academic potential (Burns, 2020). 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. Focusing on individual academic and social-emotional needs and providing necessary resources will increase student achievement, as measured by state and local data, and improve graduation and attendance rates. The intent of this action is to identify and mitigate barriers to student success for low-income students, foster youth, and English learners. A consistent, data-driven process for identifying and supporting struggling students is needed	as listed in action description

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	Learners, 85.1 points below; and Foster Youth, 154.2 points below. **Scope:** LEA-wide	across all schools. An LEA-wide approach ensures fidelity to IST protocols and infrastructures districtwide. It facilitates the sharing of best practices and collaborative planning time across sites. Centralized resources enable the procurement of progress monitoring tools and specialized staff training. Though benefiting all students, an LEA-wide model allows for systematic identification and intensive intervention for high-need groups. This cohesive process pinpoints and mitigates factors hindering achievement for vulnerable student populations.	
1.7	**Action:** Parent & Community Involvement **Need:** Feedback from educational partners stresses the importance of family involvement in education, which is instrumental in improving student engagement and, ultimately reducing absenteeism to promote greater student success. Based on data from the 2023 CA School Dashboard, the chronic absenteeism rate for Redlands Unified School District was 24% for all students, higher rates were observed among English Learners at 26.4%, Low-Income students at 29.1%, and Foster Youth at 26.1%. **Scope:** LEA-wide	Increasing parent engagement is crucial for enhancing student engagement, especially among English learners, foster youth, and low-income families. Henderson and Mapp (2002) provide evidence that parent engagement significantly boosts student achievement and academic outcomes. Fan and Chen (2001) highlight through a meta-analysis that parental involvement has a substantial effect on students' academic achievement. Sheldon (2007) discusses how family liaisons and community partnerships can improve student attendance and engagement. Epstein et al. (2002) offer a handbook on developing effective partnerships among schools, families, and communities, emphasizing the need for dedicated staff to facilitate these interactions. Sanders (2008) finds that school-family-community partnerships enhance student achievement in rural elementary schools, underlining the importance of parent training and engagement.	as listed in action description

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		Hoover-Dempsey and Sandler (1997) explore why parents become involved in their children's education and how to effectively encourage their involvement. The California Department of Education (2018) provides a guidebook for establishing and maintaining parent advisory committees, such as DELAC and SEPAC. The National Parent Teacher Association offers resources to support the functioning of parent advisory committees, facilitating increased parent engagement. Linda Darling-Hammond (2013) underscores the necessity of providing equitable access to educational resources for low-income students. She recommends comprehensive support structures, including health, nutrition, and after-school programs, to close the achievement gap and ensure equity and excellence in education. The Harvard Graduate School of Education (2023) emphasizes that effective parent engagement strategies are vital for improving academic outcomes and reducing absenteeism, advocating for strong home-school partnerships. The National Association for Family, School, and Community Engagement (2023) presents case studies showing that enhanced parent involvement in school governance leads to noticeable improvements in school climate and student engagement. These references collectively underscore the importance of parent engagement in fostering student success. They highlight the necessity of staffing, training, and providing materials for parent involvement initiatives to create a supportive	

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		educational environment for vulnerable student populations, with an added focus on equitable access to educational resources. The District is dedicated to enhancing the educational experience by fostering strong connections between schools, families, and the community, aligning with the District's vision of Equality through Equity and Strong Parent & Community Partnerships. This effort is supported by key roles such as the Coordinator of Diversity and Equity, the District Community Relations Specialist, and the Parent Liaison staff, all of whom play a crucial role in facilitating these vital connections. A core aspect of this initiative involves continuous family outreach aimed at bolstering student engagement and addressing the issue of chronic absenteeism, especially among unduplicated student groups. The significance of this partnership cannot be overstated, as parental involvement is a critical component in advancing students' social-emotional development and academic achievements, as highlighted in research by Young, Austin, & Growe (2013). Furthermore, fostering resilience within families and students serves as a powerful means to mitigate the adverse effects of Adverse Childhood Experiences (ACEs), subsequently enhancing student engagement, as evidenced by Bethell et al. (2014). To ensure that these efforts are equitable and inclusive, resources are designated to provide support across all Redlands USD educational partner groups. This strategic approach is designed to guarantee that the development,	

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		implementation, and monitoring of district programs are equitable, addressing the unique needs of all student groups and aiming to improve student outcomes. This action will provide specialized staff, including an equity coordinator, parent/family liaisons, and a communications team, to implement capacity-building opportunities and family outreach aimed at increasing student engagement and reducing chronic absenteeism, particularly among English Learners, Foster Youth, and Low-Income student families. Additionally, the District will offer training and engagement opportunities for parents and families, as well as provide necessary materials and supplies for parent and community advisory groups such as DELAC, DAAPAC, and SEPAC. Increasing family partnership and student engagement is a priority across all district schools. This action principally expands capacity-building, communication, and outreach tailored to English learners, foster youth, and low-income families facing participation barriers. An LEA-wide approach ensures consistent, culturally responsive engagement standards and parent training opportunities districtwide. It allows for strategic deployment of equity staff and family liaisons to sites with high concentrations of target groups. Centralized resources facilitate language access, advisory group support, and tailored content for underrepresented populations. Though benefiting all families, an LEA-wide structure systematically empowers and validates high-need communities. This cohesive model proactively increases engagement, reduces chronic absenteeism, and improves outcomes for vulnerable student groups.	

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1.8	**Action:** Language Assessment Center & Translation Services **Need:** Data from English learner performance and feedback from families who speak languages other than English indicate a continued need for support to access educational materials and communications, which can hamper student support at home and limit parental engagement when not in place. Analysis of district data shows that all students had a 93.4% attendance rate, whereas English Learners had a lower rate at 92.3%, Low-Income students at 92.6%, and Foster Youth at 91.0%. The annual reclassification rate for English learners in 2023 was 12% according to district data analysis. DataQuest shows that 45.7% of EL students are classified as RFEP and 23.6% as L-TELs. Feedback from educational partners reveals that some families of foster youth and low-income students both require and benefit from the Language Assessment Center and translation services as not all students from homes where other languages are spoken are classified as English Learners. 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	Increasing parent engagement, particularly for families speaking languages other than English, is crucial for enhancing student engagement. Fan and Chen (2001) indicate that parental involvement has a significant impact on academic achievement. This relationship emphasizes the need for translation services to ensure non-English-speaking parents can effectively engage in their children's education. Hoover-Dempsey and Sandler (1997) discuss the factors influencing parent engagement, suggesting that language services could mitigate barriers and enhance involvement for families who speak languages other than English. Epstein et al. (2002) provide guidelines on establishing effective partnerships that include the need for bilingual family liaisons. These staff members play a critical role in facilitating communication and understanding between schools and non-English-speaking families. The California Department of Education (2018) underlines the importance of having multilingual materials and resources for parent advisory committees like DELAC, which specifically supports families of English learners. Linda Darling-Hammond (2013) advocates for comprehensive support structures that include language services to help close the achievement gap for non-English-speaking students. This approach ensures that all families, regardless of home language, have equitable access to educational resources. The Harvard Graduate School of Education (2023) highlights the effectiveness of parent engagement strategies that include language support services. These strategies are crucial for improving	as listed in action description

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	youth students from families who speak languages other than English, in addition to English Learners. The additional language support provided to parents, guardians, and families is critical in maintaining consistent and meaningful school-to-home communication, which results in greater student engagement. **Scope:** LEA-wide	academic outcomes and reducing absenteeism among students from non-English-speaking households. The National Association for Family, School, and Community Engagement (2023) shows that increased involvement of non-English-speaking parents in school governance, facilitated by language support, leads to improvements in school climate and student engagement. Incorporating dedicated translation and language assessment services in schools is essential. These services ensure that non-English-speaking families are not only informed but are also active participants in their children's education, which is vital for fostering a supportive and inclusive educational environment. The Redlands Unified School District Language Assessment Center is committed to enhancing communication with families and supporting the academic progress of English learners by providing comprehensive translation and interpretation services. This initiative includes hiring qualified staff such as translators and language assessment personnel, as well as offering bilingual stipends. Additionally, the district will contract with external agencies for specialized translation services and allocate resources for essential materials and supplies, ensuring that all students and families receive the support they need for successful engagement and reclassification. Ensuring language access and appropriate English learner identification/assessment is essential across the entire district. However, this action principally supports low-income, foster youth, and English learner students/families who speak languages other than English. An LEA-wide	

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		approach enables consistent translation/interpretation standards and assessment protocols districtwide. It facilitates efficient procurement of contracted translation services based on district language needs analysis. Centralized staffing and resources streamline the intake screening process for potential ELs upon enrollment. Though focused on multilingual communities, these services improve communication and instructional programming for all students/families. This systematic model increases engagement, attendance, and equitable reclassification for underserved linguistic populations in a cohesive manner.	
1.9	**Action:** Career Technical Education (CTE) **Need:** Consistent with educational partner priorities, the LCAP maintains a strong emphasis on college and career readiness programs, including Career Technical Education (CTE) Pathways, providing necessary resources to help students prepare for post-secondary opportunities. Feedback from students and families indicates a need to promote and support CTE pathways and career awareness opportunities. Pathway completion can be measured by an improved CCI rating on the California School Dashboard. Based on data from the 2023 CA School Dashboard, the overall high school dropout rate in Redlands Unified was 10.1%, but it rose sharply for English Learners at 26.0%, Low-Income students at 11.7%, and was extremely high for	Career Technical Education (CTE) pathways are an important part of the district's plan to provide all students access to relevant and rigorous work-based learning experiences that increase post-secondary success. The district will continue its contract with CRY-ROP to provide CTE pathways and support at Redlands USD schools. To enhance A-G and Career Technical Education (CTE) completion rates, this action provides career center teachers to provide support and guidance to high school students, with a particular focus on supporting low-income students, English learners, and foster youth. This action also includes an investment in instructional materials and equipment, along with funding for admissions and transportation for field trips, which will further promote college and career preparedness among students. This is considered a schoolwide action rather than district-wide since it is targeted to address the needs of a particular grade span - 9th-12th graders. All three comprehensive high	as listed in action description

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	Foster Youth at 36.8%. As seen on the 2023 CA School Dashboard, all students had an A-G completion rate of 83.7%, while English Learners completed at a lower rate of 64.3%, Foster Youth at 80.8%, and Low-Income students at 50.0%. Overall, 46.9% of graduates were placed in the 'Prepared' level, with English Learners at 9.7%, Foster Youth at 10.5%, and Low Income students at 41.1% (2023 CA School Dashboard). **Scope:** Schoolwide	schools, along with the continuation high school, are supported by this action. Promoting college and career readiness through CTE pathway completion benefits all high school students districtwide. However, this action principally provides academic services, progress monitoring, and experiential learning opportunities tailored to the needs of low-income, English learner, and foster youth populations underrepresented in higher education and high-skill careers. A "schoolwide" approach for grades 9-12 ensures consistent CTE program quality standards across high school sites. It facilitates strategic staffing placements, centralized materials procurement, and efficient partnerships like CRY-ROP based on student interest and outcome data. Though serving all high school students, this model systematically increases achievement and post-secondary preparedness for these historically marginalized groups. This cohesive structure expands equity and bridges opportunity gaps in college and career attainment.	
1.10	**Action:** Visual & Performing Arts **Need:** Support for the Visual and Performing Arts remains a priority for the Board of Education and the whole of the Redlands Unified School District. As seen in the following statements, student engagement metrics and feedback highlight a lack of exposure to arts education among unduplicated students, which is important for holistic development and academic motivation. Involvement in school-	The impact of Visual and Performing Arts programs on school attendance, particularly for low-income students, English learners, and foster youth, is supported by significant research. Brian Kisida and Daniel H. Bowen (2019) conducted a large-scale study as part of Houston's Arts Access Initiative, focusing on the early implementation years. This research found that arts education notably impacts students' academic and social development. The engagement in arts was linked to increased school attendance, based on data from thousands of students. This demonstrates the substantial benefits of integrating arts programs in	as listed in action description

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	based programs, such as VAPA, promotes regular school attendance. English Learners and Foster Youth are underrepresented in Visual and Performing Arts programs based on enrollment of 4th and 5th grade students in elementary band and orchestra. (30% overall participation; 5.4% of participants are English Learners and 0.3% are Foster Youth) Analysis of district data shows that all students had a 93.4% attendance rate, whereas English Learners had a lower rate at 92.3%, Low-Income students at 92.6%, and Foster Youth at 91.0%. Based on data from the 2023 CA School Dashboard, the chronic absenteeism rate was 24% for all students, higher rates were observed among English Learners at 26.4%, Low-Income students at 29.1%, and Foster Youth at 26.1%. Educational Partner feedback supports providing VAPA programs to ensure students are engaged with enriching programs. This continues to be a priority of focus for the School Board. **Scope:** LEA-wide	schools, especially those serving disadvantaged communities. Further, Adam Winsler (2019) at George Mason University, Winsler explored the effects of participation in arts elective courses—music, dance, visual arts, drama—on middle school students. His findings indicated that these students exhibited better academic performance and increased school participation, which often leads to improved attendance rates. The study tracked a diverse cohort of students, providing insights into the specific benefits for low-income students and English Language Learners. This underscores the value of arts education in promoting student engagement and improving attendance. The inclusion of robust arts programs in schools especially support those students who are most at risk of disengagement and absenteeism. To foster school engagement and a sense of belonging, especially among Low-Income students, Foster Youth, and English Learners, this action maintains support to the Visual and Performing Arts (VAPA) programs in the district. This initiative includes employing full-time music teachers and additional support staff dedicated to VAPA. Furthermore, the district will provide hourly support for these programs and supply essential instructional materials such as sheet music, instruments, and consumables. Transportation for educational field trips and showcases will also be provided, ensuring students have the opportunity to participate fully and benefit from the enhanced VAPA offerings. Increasing access to VAPA programs fosters creativity, belonging, and engagement for all students districtwide. However, this action principally expands arts participation and	

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		resources for low-income, foster youth, and English learner populations often underrepresented in VAPA. An LEA-wide approach ensures equitable staffing, instructional materials, and transportation for arts programming across all school sites. It enables centralized procurement of instruments, curriculum, and experiential learning opportunities tailored to diverse student interests. Though benefiting all students, an LEA-wide model systematically removes barriers and increases arts engagement for historically marginalized groups. This cohesive structure elevates school connectedness, attendance, and expression outlets for these target populations.	
1.11	**Action:** Redlands Connection League **Need:** Social integration data and feedback from school counselors indicate that unduplicated students often feel isolated or disconnected from the school community, impacting their academic and social well-being. Of the students participating in the Redlands School Connection League middle school sports program (13.26% of all 6th - 8th graders), 2.09% are English Learners and 0.35% are Foster Youth. Low-Income students are adequately represented as they comprise 48.34% of all participants. Efforts from this action will strive to improve the representation of English Learners and Foster Youth to promote a sense of belonging and a positive school culture. Participation in a school	This action is designed to promote character development and social-emotional learning (SEL) competencies through the Redlands Schools Connections League (RSCL), focusing on middle school athletics. This initiative primarily supports Low-Income students, English learners, and Foster Youth by providing hourly staff for coaching and supervision. Additionally, the department will ensure the provision of necessary materials and services such as sports equipment, pinnies, and line striping for athletic fields. Transportation to and from athletic events is also included, facilitating full participation and promoting a sense of community and connectedness among students. Research supports the positive outcomes of intramural sports for middle school students, particularly those from low-income backgrounds, foster youth, or English learners. Action for Healthy Kids outlines the benefits of intramural sports and activity clubs in middle	as listed in action description

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	activity, such as athletics, can positively affect student attendance. The data shows the need to provide this support. The 2023 CA School Dashboard reports the chronic absenteeism rates for students in grades 6-8 as follows: At Beattie, the overall rate is 19%, with English Learners at 25.5% and Low-Income students at 22.3%. At Clement, the overall rate is 27.6%, with English Learners at 28.7% and Low-Income students at 31.9%. At Cope, the overall rate is 26.4%. At Moore, the overall rate is 28.9%, with English Learners at 43.8% and Low-Income students at 36.5%. **Scope:** Schoolwide	schools, noting that such programs foster a sense of belonging and connection within the school community. These activities help develop social-emotional skills such as teamwork and communication, which are critical for student engagement and success. Intramural sports provide a structured yet enjoyable environment that can lead to increased school attendance and a more positive school experience. Education Resources Information Center (ERIC) provides evidence that participation in school-based physical activities, including intramural sports, is linked to various positive outcomes for students. This includes improved academic performance, better attendance rates, and enhanced social skills. Such programs are particularly beneficial in engaging students who might otherwise feel disconnected from the school environment, helping to keep them motivated and involved in their education. This action is considered schoolwide instead of district-wide since it is limited to the middle school grade span (6th-8th grade). All four middle schools in the Redlands Unified School District benefit from this action. Providing character-building athletic opportunities promotes physical well-being, social-emotional development, and school connectedness for all middle school students. However, this RSCL action principally expands access to sports participation and SEL skill-building for English learners, low-income, and foster youth populations often facing barriers to extracurricular engagement. A "schoolwide" approach ensures consistent staffing, equipment, and transportation for equitable athletics programming across all	

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		middle school sites. It enables efficient coordination of coaching, events, and character education aligned to student needs. This cohesive structure fosters an inclusive environment enhancing attendance, behavior, and well-being for these target populations.	
1.12	**Action:** Health & Wellness Services **Need:** In response to educational partners stressing the importance of physical health in academic and personal development,this action is aimed at enhancing health and wellness programs. In particular, low income and foster youth students frequently face greater challenges to sustained health and wellness, which can affect their attendance and learning readiness. Analysis of district data shows that all students had a 93.4% attendance rate, whereas English Learners had a lower rate at 92.3%, Low-Income students at 92.6%, and Foster Youth at 91.0%. Based on data from the 2023 CA School Dashboard, the chronic absenteeism rate was 24% for all students, higher rates were observed among English Learners at 26.4%, Low-Income students at 29.1%, and Foster Youth at 26.1%. **Scope:** LEA-wide	Providing comprehensive health services in schools, particularly through the presence of school nurses, is critical for supporting attendance and enhancing student well-being, especially among low-income populations and foster youth. Research by Basch (2011) highlights the crucial link between addressing health barriers such as chronic conditions and limited healthcare access, and improving both student attendance and academic performance. Further emphasizing the importance of nurse staffing, Maughan et al. (2019) demonstrate that having registered nurses in schools significantly boosts students' comfort and perceived empathy when discussing health concerns, which can positively affect their engagement and attendance. Supporting these findings, a systematic review by Maughan et al. (2020) shows that school nurse availability during school hours leads to better health-related outcomes and improved student attendance. These studies collectively underline the necessity of integrating effective health services within schools to ensure that students, particularly those from disadvantaged backgrounds, can achieve better health and educational outcomes. To enhance health support at school sites, this action includes the provision of registered nurses and health aides to ensure accessible and effective health care for all students. By strengthening these	as listed in action description

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		services, the district aims to support positive attendance rates and foster a sense of school connectedness among Low-Income students. Additionally, this action supports supplying the necessary materials and equipment to fully equip these health professionals to provide the best possible care. Access to school-based health services promotes wellness and attendance for all students districtwide. However, this action principally provides nursing staff and resources tailored to the health needs of low-income and foster youth facing disproportionate barriers to medical care. An LEA-wide approach ensures consistent staffing ratios, clinical protocols, and supply procurement across school sites. It enables data-driven allocation of nurses and health aides to campuses with high concentrations of target student groups. Though benefiting all students, an LEA-wide model proactively identifies and supports the physical health needs of underserved populations. This cohesive structure increases access to care, reduces health-related absences, and fosters connectedness for low-income and foster youth.	
1.13	**Action:** Targeted Attendance Support **Need:** Feedback from educational partners pointed to absenteeism as a significant barrier to academic success. This attendance action was created to specifically address and reduce chronic absenteeism and improve attendance rates, ensuring that interventions are in place to support at-risk students. Analysis of district	To enhance attendance among vulnerable student groups, such as English learners, low-income, and foster youth students, effective communication strategies play a pivotal role. The research underscores the importance of structured communication and collaboration between schools and families in addressing absenteeism and improving attendance rates. Kearney (2008) introduces an interdisciplinary model of school absenteeism that emphasizes the crucial role of ongoing communication between schools and	as listed in action description

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	data shows that all students had a 93.4% attendance rate, whereas English Learners had a lower rate at 92.3%, Low-Income students at 92.6%, and Foster Youth at 91.0%. Based on data from the 2023 CA School Dashboard, the chronic absenteeism rate was 24% for all students, higher rates were observed among English Learners at 26.4%, Low-Income students at 29.1%, and Foster Youth at 26.1%. **Scope:** LEA-wide	families to address and mitigate attendance issues. This model highlights that effective dialogue can identify the root causes of absenteeism and foster a supportive network around the student. Further expanding on this, Kearney and Graczyk (2014) advocate for a response to intervention model that integrates communication as a central strategy for improving school attendance. This approach involves school staff, families, and community partners working collaboratively to develop and implement strategies that support consistent student attendance. These studies collectively stress the need for dedicated attendance personnel at schools. Such staffing ensures that communication strategies are not only implemented but also tailored to meet the specific needs of English learners, low-income students, and foster youth, thereby significantly improving their school attendance. This action includes targeted strategies such as personalized follow-up and support for families, aiming to reduce barriers to regular attendance. By providing these services on an LEA-wide basis, the district ensures a systematic approach to improving attendance for all, with specific support structures for those most in need. This action principally addresses chronic absenteeism disproportionately affecting English learners, low-income students, and foster youth facing unique barriers to attendance. An LEA-wide approach ensures consistent staffing ratios, attendance tracking systems, and absence response protocols across all school sites. It allows for strategic deployment of attendance staff to campuses with high concentrations of target	

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		student populations based on need. Though supporting all students, an LEA-wide model enables proactive, targeted outreach to improve attendance rates for these underserved groups. This cohesive structure increases timely intervention, family engagement, and student connectedness to mitigate attendance gaps for high-need populations.	
1.14	**Action:** Targeted Enrollment Support **Need:** Educational Partner feedback reveals that unduplicated students, particularly foster youth, often encounter obstacles during the enrollment process, affecting their access to educational opportunities. Due to the nature of foster placement, records from the previous school may not be readily available which can add unnecessary delay to enrollment. Analysis of district data shows that all students had a 93.4% attendance rate, whereas Foster Youth had a lower rate at 91.0%. Based on data from the 2023 CA School Dashboard, the chronic absenteeism rate was 24% for all students, higher rates were observed among Foster Youth at 26.1%. **Scope:** LEA-wide	This action provides targeted enrollment support specifically designed to meet the unique needs of Foster Youth, aiming to promote positive attendance and ensure timely enrollment. This focused initiative will facilitate smoother transitions for Foster Youth. This action includes allocating additional clerical time at peak enrollment periods to ensure enrollment procedures for foster youth are completed, and providing personalized assistance in obtaining all necessary enrollment documents from previous school sites. While this support will benefit all students, the principal focus remains on removing barriers for Foster Youth. Supported enrollment procedures are crucial to enhance school attendance and reduce chronic absenteeism among foster youth. These procedures are designed to address the specific barriers that foster youth often face during the school enrollment process, which can significantly impact their academic success and attendance. The Children's Defense Fund (2015) highlights these challenges in a policy brief that examines the complexities of the enrollment process for foster youth. The brief emphasizes the need for supported enrollment procedures that streamline	as listed in action description

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		the process and ensure that foster youth can start school without delays, thus promoting better attendance and engagement from the outset. Additionally, a study by Osher et al. (2018) discusses the broader context of chronic absenteeism, particularly its detrimental effects on academic achievement. The study underscores the importance of addressing enrollment barriers that contribute to absenteeism, particularly for vulnerable student populations like foster youth. By facilitating easier access to school enrollment, these students are more likely to attend school regularly and achieve better academic outcomes. These references collectively advocate for the implementation of supported enrollment strategies tailored to the needs of foster youth, helping to mitigate the educational disruptions they face and improving their overall school attendance and success. The general consensus from research on the benefits of addressing enrollment barriers is clear, highlighting the need for focused efforts in this area. Ensuring timely, smooth enrollment processes benefits all students transitioning into or between district schools. However, this action principally provides specialized enrollment assistance tailored to the unique needs and educational rights of foster youth, who face disproportionate instability and delays in school placements. An LEA-wide approach ensures consistent protocols, training, and inter-agency collaboration to expedite foster youth enrollment districtwide. It allows for strategic deployment of enrollment staff time and resources based on data identifying sites with higher concentrations of foster students. Though supporting all enrollees, an LEA-wide model	

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		enables proactive, individualized support to minimize educational disruptions for this highly mobile, vulnerable population. This cohesive structure increases school connectedness, attendance, and academic progress for foster youth through responsive enrollment practices.	
2.1	**Action:** Professional Development to Support Implementation of State Standards **Need:** Teacher assessments and performance data highlight a gap in effectively implementing state standards, particularly to unduplicated student groups performing below grade level. The CAASPP/SBAC results displayed on the CA School Dashboard reveal a considerable disparity between the district average and the scores of English learners, foster youth, and low-income students in both English-Language Arts and Math. The data on the 2023 California School Dashboard indicates lower academic achievement for English Learners, Low-Income students, and Foster Youth compared to the district average. This discrepancy underlines the necessity for enhanced academic supports and resources tailored to uplift these groups' performance. On the CAASPP ELA all students averaged 2.7 points below standard while unduplicated student groups averaged significantly lower - Low Income students, 26.3 points below standard; English Learners, 58.4 points below standard; and Foster Youth, 87.6 points below standard. In Math, all students averaged 39.9	The Educational Services Division is committed to elevating academic achievement among English Learners, Foster Youth, and Low-Income students in ELA and Math through a comprehensive professional development program for teachers and instructional staff. This program will offer training, coaching, and collaborative opportunities focused on effective instruction that adheres to state standards, employing evidence-based strategies such as intervention, differentiation, scaffolding, and Universal Design for Learning (UDL). To facilitate this initiative, the division will allocate staff including Teachers on Assignment, administrators, and support personnel to lead these professional development efforts. Additionally, participating staff will receive hourly pay and daily compensation for their involvement in professional development sessions. The training provided will equip staff with the skills to differentiate instruction based on student needs, implement standards-aligned curriculum effectively, and adopt instructional best practices to enhance teaching outcomes and student learning experiences. Professional development for educators is pivotal in improving academic outcomes for English learners, foster youth, and low-income students. Research consistently highlights the direct impact	as listed in action description

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	points below standard with unduplicated student groups lagging significantly behind -- Low Income students, 64.4 points below; English Learners, 85.1 points below; and Foster Youth, 154.2 points below. District assessment data (Star) show the following differences in average academic performance between “all” students and students in unduplicated student groups. Reading: The proficiency rate for all students was 42.0%, with English Learners at 9.1%, Low-Income students at 34.7%, and Foster Youth at 15.8%. Math: The proficiency rate for all students was 31.3%, with English Learners at 10.6% and Foster Youth at 6.3%. Educational Partner input from site staff indicates a continued need for professional development to address a wide range of learners. **Scope:** LEA-wide	of teacher training on student achievement, providing a robust foundation for supporting diverse learning needs through specialized instructional strategies. Yoon et al. (2007) provide a systematic review of the effectiveness of teacher professional development in elevating student achievement, underscoring the positive correlation between well-trained teachers and improved educational outcomes. Desimone (2009) calls for improved methodologies in studying the impact of professional development, emphasizing that precise measures and conceptualizations are crucial for understanding and enhancing the efficacy of teacher training programs. Tomlinson et al. (2003) discuss the importance of differentiating instruction based on student readiness, interests, and learning profiles, which is particularly beneficial in academically diverse classrooms. Polloway et al. (2003) offer practical strategies for adapting teaching methods to meet the varied needs of students, including those from marginalized groups such as English learners, foster youth, and low-income families. Darling-Hammond et al. (2017) highlight the significance of implementing a standards-aligned curriculum that supports high-quality teaching and learning, providing essential guidance for educators and policymakers. Hiebert & Morris (2012) emphasize focusing on teaching practices and curriculum implementation rather than solely on teacher qualities to improve classroom instruction and student learning outcomes. Marzano (2003) synthesizes research on effective instructional techniques, offering actionable strategies for educators to enhance classroom practices.	

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		These studies collectively affirm the importance of comprehensive professional development programs that equip teachers with the skills to implement differentiated instruction, adhere to a standards-aligned curriculum, and apply best instructional practices. Such training is crucial for effectively addressing the unique educational needs of English learners, foster youth, and low-income students, thereby improving their academic outcomes and overall school experience. This action focuses on providing professional development for teachers on state standards with an emphasis on differentiation and inclusivity in instruction. By training educators LEA-wide, the district ensures that all students, especially unduplicated students, benefit from high-quality, standards-aligned teaching. Developing teacher capacity to provide high-quality, standards-aligned instruction benefits all students across the district. However, this action is principally directed at improving outcomes for English learners, foster youth, and low-income populations facing achievement gaps. An LEA-wide approach ensures consistent access to training on evidence-based practices like UDL, differentiation, and scaffolding skills tailored to unduplicated pupils' needs. It allows for coordinated, job-embedded coaching and collaboration time dedicated to addressing instructional gaps. Centralized implementation promotes systematic implementation of curriculum and strategies districtwide while strategically targeting high-need schools and subjects. This systematic PD model increases the quality of Tier	

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		1 instruction for underperforming groups in a cohesive, equitable manner.	
2.2	**Action:** Tiered Academic Support **Need:** Academic performance data indicate that unduplicated students lag behind in core subjects. These gaps are particularly pronounced in math and English, as identified through regular academic assessments. For English learners, foster youth, and low-income students, the CAASPP/SBAC scores in English-Language Arts and Math, as reported on the CA School Dashboard, are notably lower than the district average. The data on the 2023 California School Dashboard indicates lower academic achievement for English Learners, Low-Income students, and Foster Youth compared to the district average. This discrepancy underlines the necessity for enhanced academic supports and resources tailored to uplift these groups' performance. On the CAASPP ELA all students averaged 2.7 points below standard while unduplicated student groups averaged significantly lower - Low Income students, 26.3 points below standard; English Learners, 58.4 points below standard; and Foster Youth, 87.6 points below standard. In Math, all students averaged 39.9 points below standard with unduplicated student groups lagging significantly behind -- Low Income students, 64.4 points below; English Learners, 85.1 points below; and Foster Youth, 154.2 points below. District	The District is enhancing its commitment to educational equity by deploying additional core academic staff focused on providing specialized Tier 1 and 2 support across all school levels. This initiative is designed to address the specific academic needs of students who are not meeting grade-level expectations, with a particular emphasis on supporting English Learners, Foster Youth, and Low-Income students. By allocating additional teachers to school sites, the district aims to provide the targeted assistance necessary to elevate the academic performance of these students, ensuring that every student receives the personalized attention and instruction needed to succeed academically. Providing additional core academic staff, such as teachers, to address the academic needs of students, particularly English learners, foster youth, and low-income students, is crucial for enhancing academic outcomes. Research highlights the significant impact of staff-to-student ratios on student achievement and the benefits of smaller class sizes and adequate staffing levels. Finn et al. (2003) provide a comprehensive overview of the relationship between school class size and academic outcomes, demonstrating that smaller class sizes are associated with improved student achievement. Achilles et al. (2003) further support this finding by examining the specific impacts of class size on student achievement, noting that smaller class sizes can significantly enhance academic outcomes by allowing more personalized attention and support. The National	as listed in action description

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	assessment data (Star) show the following differences in average academic performance between “all” students and students in unduplicated student groups. Reading: The proficiency rate for all students was 42.0%, with English Learners at 9.1%, Low-Income students at 34.7%, and Foster Youth at 15.8%. Math: The proficiency rate for all students was 31.3%, with English Learners at 10.6% and Foster Youth at 6.3% Educational Partner input has been very supportive of continuing intervention/targeted assistance at all levels and in all subject areas and maintaining class sizes that are conducive to student learning. **Scope:** LEA-wide	Research Council (2011) discusses the critical role of additional teachers in meeting the diverse educational needs of students, emphasizing the importance of tailored academic support for fostering success in the 21st-century learning environment. Taylor et al. (2018) explore how the teacher-student ratio affects both student achievement and teacher workload, suggesting that lower ratios not only improve student outcomes but also reduce teacher burnout, thereby enhancing the overall educational environment. This initiative is especially aimed at unduplicated student groups, ensuring they receive the targeted assistance necessary to elevate their academic performance. Secondary teachers will be appointed to deliver focused Math and English support through supplementary classes scheduled before, during, and after school hours. These sessions are designed to address students' specific areas of weakness, as pinpointed by STAR assessments in middle schools or through progress reports and quarterly grades in high schools. To mitigate the challenges associated with combined classes at the elementary level and to maintain manageable class sizes across all grades (TK-12), a strategic allocation of teachers to schools will be implemented. This measure aims to ensure that every student receives the attention and instruction they need to thrive academically. The research underscores the importance of increasing the number of academic staff to provide the necessary support for vulnerable student groups. Such measures are essential for promoting personalized learning and addressing	

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		the specific challenges faced by English learners, foster youth, and low-income students, ultimately leading to better academic performance and increased educational equity. Providing targeted Tier 2 academic interventions is crucial for addressing achievement gaps across all schools. However, this staffing action principally supports English learners, foster youth, and low-income students who disproportionately lack access to individualized instructional support. An LEA-wide structure allows for equitable distribution of intervention teachers based on comprehensive needs data analysis districtwide. It ensures consistent training in evidence-based intervention curricula and strategies tailored to unduplicated pupils. Though benefiting all students, centralized scheduling enables strategic deployment of Tier 2 staff to sites with higher concentrations of underperforming student groups. This systematic approach increases and improves supplemental services for high-need populations in a cohesive manner.	
2.3	**Action:** Tiered Literacy Supports **Need:** Feedback from students and parents emphasizes a strong desire for accessible library resources and support services that are crucial for literacy development and academic support. School libraries are identified as vital spaces where students can engage in learning outside of the classroom, especially before, during, and after school. The data on the 2023 California School Dashboard indicates lower	Supporting school libraries is a critical strategy for enhancing academic outcomes, particularly for English learners, foster youth, and low-income students. The research underscores the positive influence of well-resourced libraries and knowledgeable staff on student literacy and academic performance. Lance et al. (2005) present evidence showing that school librarians significantly boost student achievement, particularly in reading proficiency. The presence of librarians not only enhances access to reading materials but also improves overall academic outcomes. Neuman & Celano (2001) explore how	as listed in action description

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	academic achievement for English Learners, Low-Income students, and Foster Youth compared to the district average. This discrepancy underlines the necessity for enhanced academic supports and resources tailored to uplift these groups' performance. On the CAASPP ELA all students averaged 2.7 points below standard while unduplicated student groups averaged significantly lower - Low Income students, 26.3 points below standard; English Learners, 58.4 points below standard; and Foster Youth, 87.6 points below standard. In Math, all students averaged 39.9 points below standard with unduplicated student groups lagging significantly behind -- Low Income students, 64.4 points below; English Learners, 85.1 points below; and Foster Youth, 154.2 points below. District assessment data (Star) show the following differences in average academic performance between “all” students and students in unduplicated student groups. Reading: The proficiency rate for all students was 42.0%, with English Learners at 9.1%, Low-Income students at 34.7%, and Foster Youth at 15.8%. Math: The proficiency rate for all students was 31.3%, with English Learners at 10.6% and Foster Youth at 6.3% **Scope:** LEA-wide	access to print resources in school libraries correlates with reading achievement in low-income communities. Their findings suggest that well-stocked libraries are essential for promoting literacy among disadvantaged groups. Hughes-Hassell & Harada (2007) discuss the crucial role of library media specialists in promoting literacy and supporting academic achievement. They argue that effective library programs depend heavily on the presence of skilled staff. Krashen (2004) highlights the importance of access to books and other reading materials in fostering literacy and academic success. He advocates for well-equipped libraries as foundational to encouraging a culture of reading. Todd (2008) stresses the need for advocacy to ensure school libraries receive adequate funding for instructional materials and supplies. This support is crucial for libraries to function as effective educational resources, particularly in schools serving disadvantaged students. These references collectively affirm the value of investing in school libraries to support the educational needs of English learners and low-income students. By providing sufficient staffing, instructional materials, and supplies, school libraries can serve as vital resources that promote literacy development and contribute to improved academic achievement. This action involves providing staffing, including qualified librarians and paraprofessionals, who are essential for maintaining a stimulating and resource-rich library environment. Staff may also receive hourly compensation to ensure dedicated service and support for students' reading development.	

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		Additionally, this action may supply instructional materials and necessary supplies to these libraries, enhancing their ability to foster crucial reading skills. This strategic enhancement of library resources is aimed at improving students' performance on key assessments such as the CAASPP SBAC and Star reading tests and supporting overall academic achievement, including in mathematics. The investment in well-resourced libraries and knowledgeable staff is expected to create a robust foundation for lifelong learning and academic success. Promoting literacy and providing access to high-quality library resources benefits all students across the district. However, this action principally supports English learners, foster youth, and low-income students who often lack equivalent exposure to books and reading instruction outside of school. An LEA-wide approach allows for consistent library staffing, collections, and instructional program standards at every site. It enables centralized procurement, equitable distribution based on student needs data, and specialized training for library staff. Though focused on underperforming student groups, centralized management facilitates cost-effective, systematic literacy support districtwide. This cohesive model increases access to critical reading resources and instruction for high-need populations in a way that uplifts the entire district.	
2.6	**Action:** Supplemental Instructional Supports **Need:**	Redlands Unified School District is committed to closing achievement gaps and accelerating learning recovery for English Learners, Low-Income, and Foster Youth by providing targeted, evidence-based instructional materials and	as listed in action description

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	Analysis of test scores and classroom performance may indicate that unduplicated students, especially those in low-income brackets, lack access to additional learning resources, which hampers their ability to compete academically with their peers. The data on the 2023 California School Dashboard indicates lower academic achievement for English Learners, Low-Income students, and Foster Youth compared to the district average. This discrepancy underlines the necessity for enhanced academic supports and resources tailored to uplift these groups' performance. On the CAASPP ELA all students averaged 2.7 points below standard while unduplicated student groups averaged significantly lower - Low Income students, 26.3 points below standard; English Learners, 58.4 points below standard; and Foster Youth, 87.6 points below standard. In Math, all students averaged 39.9 points below standard with unduplicated student groups lagging significantly behind -- Low Income students, 64.4 points below; English Learners, 85.1 points below; and Foster Youth, 154.2 points below. District assessment data (Star) show the following differences in average academic performance between “all” students and students in unduplicated student groups. Reading: The proficiency rate for all students was 42.0%, with English Learners at 9.1%, Low-Income students at 34.7%, and Foster Youth at 15.8%. Math: The proficiency rate for all students was 31.3%, with English Learners at 10.6% and Foster Youth at 6.3%	technology resources. This comprehensive approach includes the distribution of consumable materials, books, intervention programs, and subscriptions to educational technologies to ensure access to the latest learning tools. A key component involves the use of supplemental online instructional programs, like Dreambox Math and Lexia Core5, which provide adaptive learning experiences tailored to individual student needs. These initiatives are supported by regular reviews of instructional effectiveness and resource appropriateness, aiming for measurable improvements in academic achievement across essential assessments like STAR and CAASPP. To enhance academic outcomes for English learners, low-income, and foster youth students, providing supplemental instructional materials and online programs is essential. Research highlights the effectiveness of these resources in supporting underperforming student groups and closing achievement gaps. Gersten et al. (2008) review the impact of universal screening measures and supplemental interventions on reading outcomes, particularly for English learners, low-income, and foster youth students. The findings suggest that targeted supplemental materials can significantly improve reading skills in these groups. The National Center on Intensive Intervention (2017) outlines the crucial components of intensive intervention programs, including the use of evidence-based instructional materials. These interventions are designed to meet the specific needs of students who are struggling academically, ensuring they receive the necessary support to succeed.	

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	Educational Partner input continues to support providing supplemental learning materials and online programs. **Scope:** LEA-wide	Pape & Adams (2012) discuss the utility of online learning resources across different content areas. Their review indicates that online resources can enhance learning by providing diverse and engaging educational content, which is particularly beneficial for students who may need alternative approaches to learning. This action stresses the importance of integrating high-quality supplemental instructional materials and online programs into the educational strategies for English learners, low-income, and foster youth students. By tailoring these resources to the unique needs of underperforming groups, schools can effectively support their academic growth and contribute to their overall success. Ensuring all students have access to high-quality, standards-aligned instructional resources is essential across the district. However, this action principally provides tailored materials to accelerate learning recovery for underperforming English learners, low-income, and foster youth groups. An LEA-wide approach enables consistent vetting and adoption of evidence-based, supplemental programs and curricula districtwide. It facilitates centralized procurement, equitable distribution, and aligned professional development on effective implementation. Though targeting high-need populations, centralized materials management promotes cohesive, content-rich instruction benefiting all students. This systematic model increases the availability of customized academic resources and intensive interventions for closing achievement gaps among unduplicated pupils.	
2.7	**Action:**	The Advancement Via Individual Determination (AVID) program is a notable educational initiative	as listed in action description

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	Advancement Via Individual Determination (AVID) **Need:** An analysis of data disaggregated from the College and Career indicator indicates that unduplicated students are underrepresented in college preparatory programs, impacting their post-secondary opportunities. Additionally, the data on the 2023 California School Dashboard indicates lower academic achievement for English Learners, Low-Income students, and Foster Youth compared to the district average. This discrepancy underlines the necessity for enhanced academic supports and resources tailored to uplift these groups' performance. On the CAASPP ELA, all students averaged 2.7 points below standard while unduplicated student groups averaged significantly lower - Low-Income students, 26.3 points below standard; English Learners, 58.4 points below standard; and Foster Youth, 87.6 points below standard. In Math, all students averaged 39.9 points below standard with unduplicated student groups lagging significantly behind -- Low-Income students, 64.4 points below; English Learners, 85.1 points below; and Foster Youth, 154.2 points below. In addition to the need displayed in the district-wide Dashboard data, a review of 1st semester grades for AVID students (grades 6-12) compared to their peers shows the efficacy of the program. 83.9% of students in AVID received marks of C- or better in Math for 1st semester. Comparatively, 75% of students not in AVID received a C- or better. Similar results	designed to support populations typically underrepresented in postsecondary education, including low-income students, foster youth, and English learners. The effectiveness of AVID is well-documented through various studies and data collections, highlighting its role in enhancing academic success and college readiness for these groups. The Field Report on AVID (APA PsycNet) details the AVID program’s approach, which includes consistent academic support and rigorous coursework tailored to help students achieve educational success. It outlines the strategies employed by AVID to engage students and their families, emphasizing the program's effectiveness in improving educational outcomes for low-income students and English learners. The report illustrates how AVID equips students with the necessary skills and knowledge to excel academically and prepares them for challenges in higher education. According to data collected by AVID, 42% of first-generation, low-income college students who participated in the AVID program graduated with a four-year degree within six years. This statistic is significant, showcasing AVID’s impact in supporting disadvantaged students to not only pursue higher education but also succeed in completing their degrees. The data underscores the value of AVID in fostering higher educational achievements among students from marginalized backgrounds. By providing targeted support and challenging academic opportunities, AVID effectively bridges the gap between these students and their more advantaged peers, enhancing their prospects for	

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	can be seen in 1st semester English grades with 91% of AVID students and 79% of non-AVID students receiving a C- or better. Educational partner input continues to support maintaining AVID programs at all grade levels. **Scope:** Schoolwide	postsecondary success. This action is designed to elevate opportunities for those who may face greater academic and economic challenges. To effectively implement AVID, the division will provide hourly support for roles such as college tutors, who are instrumental in guiding students through college preparation tasks. Additionally, designated site lead teachers will be appointed at secondary sites to oversee the program's execution and integration into the school curriculum. The district will also invest in targeted professional development for staff, including conferences and workshops specifically tailored to equip them with the skills and knowledge necessary to address the unique needs of Low-Income students. Supporting instructional materials is another critical component of this action. This includes providing digital access to AVID materials, covering AVID program fees, and supplying essential instructional supplies. These resources are fundamental to the program’s success, ensuring that students receive a comprehensive and supportive educational experience that fosters their academic and career aspirations. Increasing college and career preparedness benefits all students across the district. However, this AVID program action principally targets low-income students who often lack access to rigorous academics and support for post-secondary planning. An LEA-wide approach ensures consistent AVID implementation, from elementary through high school, with fidelity to proven instructional methodologies. It enables centralized procurement of materials, tutoring, and staff training tailored to AVID's structures. Centralized	

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		oversight allows for strategic site prioritization based on data about low-income populations. Though benefiting all students, an LEA-wide model provides equitable pathways to advanced coursework and comprehensive postsecondary guidance for underrepresented groups.	
2.8	**Action:** College and Career Readiness Programs **Need:** Consistent with educational partner priorities, our LCAP maintains a strong emphasis on college and career readiness programs, providing necessary resources to help students prepare for post-secondary opportunities. On the 2023 CA School Dashboard for Redlands Unified School District, the graduation rate for all students was 86.2% with Foster Youth at 55%, and Low Income students at 84.4%. As seen on the 2023 CA School Dashboard, all students had an A-G completion rate of 83.7%, while Foster Youth completed at a lower rate of 80.8% and Low-Income students at 50.0%. Overall, 46.9% of graduates were placed in the 'Prepared' level, with Foster Youth at 10.5% and Low-Income students at 41.1% (2023 CA School Dashboard). An analysis of district data shows that all students had an average AP pass rate of 69.4%, while the rates for Foster Youth were significantly lower at 0.1% and Low-Income students at 41.3%. Continued support for college readiness programs was highly rated across all educational groups as seen on advisory committee surveys.	This action is dedicated to promoting college readiness by removing financial barriers for unduplicated student groups, particularly Foster Youth and Low-Income students. The initiative ensures these students have free access to Advanced Placement (AP), PSAT, and SAT exams and includes preparatory boot camps and necessary materials to excel. Additional efforts include expanding Dual Enrollment (DE) programs through partnerships with Community Colleges and arranging college field trips to foster a college-going culture. The research underscores the significant impact of college readiness programs and Advanced Placement (AP) courses on the educational prospects of low-income students and foster youth. The College Board advocates for AP courses as pivotal opportunities for high school students to undertake college-level work, providing both rigorous academic challenges and potential college credit and placement advantages. Studies indicate that participation in these courses is linked to enhanced college success rates, with students who engage in AP exams showing a greater likelihood of excelling in higher education settings. A study available through ERIC further explores the relationship between AP courses and college	as listed in action description

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	Performance and participation data reveal that unduplicated students often have limited access to advanced learning opportunities, which are important for comprehensive educational experiences. **Scope:** Schoolwide	graduation rates, revealing that students who perform well in AP courses and exams typically achieve higher college graduation rates. This correlation holds particular significance for minority and low-income students, offering them critical access to challenging academic experiences that prepare them for college. Additionally, research highlighted in Springer's work on "Preparing Students for Postsecondary Success" indicates that college readiness programs, which often include AP courses, substantially boost the chances of postsecondary success for students from underserved backgrounds. These programs are crucial in enhancing college readiness and increasing graduation rates. These findings illustrate the vital role of AP courses and college readiness programs in bridging the educational gap for disadvantaged students. They also emphasize the importance of supportive measures such as FAFSA completion assistance and college application help, which are essential in facilitating the transition from high school to college for these vulnerable student groups. Promoting a college-going culture and removing financial barriers to participation benefits all students across the district. However, this action is principally directed at low-income students and foster youth who often face significant obstacles to accessing college preparatory activities and coursework. A "schoolwide" approach ensures equitable access to fee waivers, testing preparation, and dual enrollment opportunities for all high school students. It facilitates partnerships with colleges/universities and centralized	

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		administration of college campus visits. Centralized oversight allows for data-driven targeting of outreach to low-income populations. Though benefiting all students, a schoolwide model provides comprehensive pathways to make college more attainable for this historically underrepresented group of students in grades 9-12. This systematic approach increases post-secondary preparedness and matriculation among low-income pupils.	
2.9	**Action:** Summer School/Credit Recovery **Need:** On the 2023 CA School Dashboard for Redlands Unified School District, the graduation rate for all students was 86.2%, with English Learners at 68%, Foster Youth at 55%, and Low-Income students at 84.4%. As seen on the 2023 CA School Dashboard, all students had an A-G completion rate of 83.7%, while English Learners completed at a lower rate of 64.3%, Foster Youth at 80.8%, and Low-Income students at 50.0%. Overall, 46.9% of graduates were placed in the 'Prepared' level, with English Learners at 9.7%, Foster Youth at 10.5%, and Low-Income students at 41.1% (2023 CA School Dashboard). Input from educational partners strongly commends and endorses the continuation of credit recovery offerings both in summer school and throughout the year, with feedback that summer school offerings could be expanded.	The district is taking proactive steps to assist students who are off-track for graduation by offering specialized programs that focus on accelerating academic progress, particularly for Foster Youth, English learners, and Low-Income students. This targeted approach is designed to improve graduation rates and enhance college and career readiness for these students. To support these initiatives, the schools will provide staffing for summer school programs, including qualified teachers and necessary support staff. Additionally, compensation will be offered to staff who provide credit recovery courses, recognizing the extra effort required to help students catch up on missed credits effectively. The schools will also ensure that all necessary instructional materials for both summer school and credit recovery courses are readily available. This includes textbooks, digital resources, and classroom supplies that facilitate an effective learning environment and support students in achieving their academic goals. Through these measures, the district aims to create more equitable opportunities for success among its most vulnerable student populations.	as listed in action description

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	Scope: Schoolwide	The role of summer school and credit recovery programs is crucial in promoting higher graduation rates and enhancing college readiness, especially for low-income students, foster youth, and English learners. Two significant pieces of research underscore the effectiveness of these educational interventions. The first, a report by the American Institutes for Research (2023) titled "Credit Recovery Programs: Providing a Second Chance for High School Completion," emphasizes the importance of credit recovery programs in improving graduation rates among high-risk high school students. These programs are particularly beneficial for students who have fallen behind, including low-income and English learner groups. By offering these students opportunities to regain missed credits, credit recovery programs help keep them on track for graduation and prepare them for college. The second study, published in the "Journal of Education for Students Placed at Risk" (2023), discusses "The Effectiveness of Summer School Programs in Bridging the Achievement Gap." This research demonstrates that summer school programs are significantly effective in helping students from disadvantaged backgrounds catch up academically. The study highlights that well-structured summer school programs, which combine academic instruction with enrichment activities, can mitigate summer learning loss, enhance academic skills, and boost readiness for the subsequent school year. Together, these studies provide strong empirical support for the effectiveness of structured academic interventions like summer school and credit recovery programs. These programs are	

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		essential for assisting vulnerable student populations in achieving educational success, ultimately leading to higher graduation rates and improved college readiness. Increasing graduation rates and college/career readiness is a priority across all high schools. However, this action principally provides accelerated learning opportunities for off-track foster youth, English learners, and low-income students facing barriers to timely graduation. A "schoolwide approach for grades 9-12 ensures consistent programming standards and equitable access to credit recovery and summer offerings to high school students districtwide. It allows for centralized hiring, training, and procurement of effective intervention materials. Centralized data tracking identifies and prioritizes schools/students most in need of targeted support. Though benefiting all struggling students, an LEA-wide structure provides cohesive pathways to get underrepresented groups on track for graduation. This systematic model increases college eligibility and postsecondary options for high-need populations.	
2.10	**Action:** Instructional Technology and Innovation **Need:** By increasing engagement and broadening access to instructional technology, STEM/STEAM curricula, and innovations in learning, schools can bridge the experiential learning divide seen between all learners and unduplicated student groups, especially low-income students, English learners, and foster	Recent research supports the positive impact of innovation and instructional technology on student engagement and academic outcomes. One study found that technology integration in education can significantly improve student learning outcomes by enhancing engagement and providing personalized learning experiences. This is particularly effective in environments where technology is used to facilitate interactive and student-centered learning activities (ResearchGate, 2023). Additionally, another study	as listed in action description

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	youth. Academic data supports the need to provide additional supports for struggling students. The data on the 2023 California School Dashboard indicates lower academic achievement for English Learners, Low-Income students, and Foster Youth compared to the district average. This discrepancy underlines the necessity for enhanced academic supports and resources tailored to uplift these groups' performance. On the CAASPP ELA all students averaged 2.7 points below standard while unduplicated student groups averaged significantly lower - Low-Income students, 26.3 points below standard; English Learners, 58.4 points below standard; and Foster Youth, 87.6 points below standard. In Math, all students averaged 39.9 points below standard with unduplicated student groups lagging significantly behind -- Low-Income students, 64.4 points below; English Learners, 85.1 points below; and Foster Youth, 154.2 points below. District assessment data (Star) show the following differences in average academic performance between “all” students and students in unduplicated student groups. Reading: The proficiency rate for all students was 42.0%, with English Learners at 9.1%, Low-Income students at 34.7%, and Foster Youth at 15.8%. Math: The proficiency rate for all students was 31.3%, with English Learners at 10.6% and Foster Youth at 6.3%. Educational partner feedback and Board input continue to endorse the implementation and expansion of innovative learning experiences throughout the district.	highlighted that technology-based education improves student engagement and learning outcomes, identifying the importance of technical support and addressing potential classroom distractions to maximize the benefits of educational technology (IEEE Xplore, 2023). These studies underline the crucial role of technological integration in modern education strategies, particularly in enhancing student engagement and learning achievements. This is especially critical for students from low-income families, English learners, and foster youth who may not have access to innovative experiences outside of school due to fsocio-economical or language barriers. This action is designed to enhance equitable access to innovative technology programs, professional development, and essential technology tools. This initiative is designed to empower students, particularly English Learners, Foster Youth, and Low-Income students, to meet or exceed grade-level content standards through the integration of cutting-edge educational technologies. To effectively implement and support these innovation initiatives, the department will provide a team of dedicated district staff, including a Director, Coordinators, Teachers on Assignment, and support staff. These professionals will be responsible for delivering professional development, conducting data analysis, and facilitating the smooth integration of technology in classroom settings. Additionally, the department will supply schools with the necessary instructional materials, equipment, and supplies to support instructional technology and innovation programs. This includes specialized technology tools and	

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	Scope: LEA-wide	consumables for maker spaces, which foster hands-on learning and creativity. To ensure that these technological interventions are effectively enhancing student learning outcomes, the department will also conduct ongoing data analysis and progress monitoring. This continuous evaluation will help tailor instruction to meet the needs of students more precisely, ultimately supporting significant improvements in academic achievement across targeted student groups. Integrating innovative technology programs equitably enhances teaching and learning across the district. However, this action principally expands access to cutting-edge tools and instruction for English learners, foster youth, and low-income students who disproportionately lack such opportunities. An LEA-wide structure allows for consistent implementation of hardware, software, and pedagogical practices districtwide. It facilitates centralized procurement, professional development, and strategic deployments tailored to high-need populations. Though benefiting all students, centralized oversight enables continuous monitoring and adaptation based on unduplicated pupils' evolving needs. This cohesive model increases equitable access to transformative, technology-rich learning experiences for underserved groups.	
3.1	**Action:** Recruitment and Retention of Qualified Staff **Need:** Staffing data and turnover rates indicate difficulties in retaining qualified educators, especially in schools with high populations of	Recruiting, hiring, and retaining highly qualified staff are crucial for improving academic outcomes for English learners, low-income students, and foster youth, as evidenced by several research studies. Clotfelter et al. (2007) highlight that teacher qualifications significantly affect student achievement, demonstrating that highly qualified	as listed in action description

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	unduplicated students. This challenge affects the consistency and quality of educational delivery, which, in turn, impacts student outcomes particularly in academics. The data on the 2023 California School Dashboard indicates lower academic achievement for English Learners, Low-Income students, and Foster Youth compared to the district average. This discrepancy underlines the necessity for enhanced academic supports and resources tailored to uplift these groups' performance. On the CAASPP ELA all students averaged 2.7 points below standard while unduplicated student groups averaged significantly lower - Low Income students, 26.3 points below standard; English Learners, 58.4 points below standard; and Foster Youth, 87.6 points below standard. In Math, all students averaged 39.9 points below standard with unduplicated student groups lagging significantly behind -- Low Income students, 64.4 points below; English Learners, 85.1 points below; and Foster Youth, 154.2 points below. Educational partner feedback indicates the importance of employing qualified educators and minimizing turnover, especially at schools with high needs. **Scope:** LEA-wide	staff can help reduce the academic achievement gap. Similarly, Goldhaber and Brewer (2000) find that teacher certification positively influences student outcomes, underscoring the importance of qualified teachers. Supporting the development of these teachers, Knight (2007) and Killion (2009) discuss the vital roles of instructional coaching and mentoring in enhancing professional practice and, consequently, student achievement. Additionally, competitive salaries are crucial for attracting and retaining skilled educators, as shown by Ladd and Sorensen (2017) who link teacher experience with student success, and Loeb et al. (2005) who emphasize the importance of adequate compensation in recruiting competent early childhood educators. Effective recruitment strategies are also essential, with Stoddard and Corcoran (2010) offering insights into optimizing teacher placement for English learners, and Guarino et al. (2006) providing recommendations for attracting and maintaining quality teachers. Collectively, these studies illustrate the need for well-thought-out hiring practices, supportive professional environments, and competitive compensation to ensure schools have access to educators who can significantly elevate student learning experiences and outcomes. The district is committed to improving academic achievement in ELA, Math, and ELD by strategically recruiting, hiring, and retaining highly qualified and experienced staff at schools with the highest Unduplicated Pupil Percentage (UPP). This effort is particularly directed at enhancing educational outcomes for English Learners, Low-Income students, and Foster Youth students. To support this crucial initiative, the district will	

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		allocate personnel support staff to oversee the hiring and retention processes. These staff members will ensure that recruitment and retention strategies are effectively implemented and aligned with district goals. Additionally, the district will implement coaching and mentoring structures to support new and existing staff, fostering professional growth and enhancing teaching effectiveness. This approach not only supports teachers in their current roles but also contributes to long-term staff retention. Recruitment efforts will be targeted to identify individuals who are not only skilled but also passionate about working with high-need student populations, ensuring a committed and impactful teaching staff. Attracting and retaining highly qualified, experienced educators is essential across all district schools. However, this action principally targets high-UPP sites facing significant staffing challenges that impact unduplicated student achievement. An LEA-wide approach ensures consistent recruitment practices, competitive compensation, and mentoring support regardless of the school site. It allows for strategic incentives and intensive coaching deployments at hard-to-staff schools with high English learner, low-income, and foster youth populations. Though benefiting all students, centralized implementation focuses resources on addressing instructional quality gaps correlated with unduplicated pupil concentrations. This systematic staffing model increases services for high-need groups in a cohesive, equitable manner districtwide.	
3.2	**Action:** New Teacher Support Program	The district will continue to provide support for new teachers, particularly those serving in schools with	as listed in action description

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	Need: Informal feedback from new teachers and performance evaluations suggest that new educators, particularly in high-needs areas, often feel inadequately prepared to address the specific challenges faced by unduplicated students. Disparity can be seen in academic outcomes on state testing. The data on the 2023 California School Dashboard indicates lower academic achievement for English Learners, Low-Income students, and Foster Youth compared to the district average. This discrepancy underlines the necessity for enhanced academic support and resources tailored to uplift these groups' performance. On the CAASPP ELA all students averaged 2.7 points below standard while unduplicated student groups averaged significantly lower - Low Income students, 26.3 points below standard; English Learners, 58.4 points below standard; and Foster Youth, 87.6 points below standard. In Math, all students averaged 39.9 points below standard with unduplicated student groups lagging significantly behind -- Low Income students, 64.4 points below; English Learners, 85.1 points below; and Foster Youth, 154.2 points below. **Scope:** LEA-wide	a higher Unduplicated Pupil Percentage (UPP), by supporting the new teacher induction program. This initiative focuses on providing comprehensive professional development and modeling evidence-based strategies to improve student outcomes on state assessments, with a special emphasis on English Learners, Low-Income, and Foster Youth students. To effectively implement this initiative, the district will provide dedicated staff to support new teachers. This includes an Induction Lead, typically a Teacher on Assignment (TOA), and additional support staff. The district will also offer hourly compensation for induction coaches who play a crucial role in guiding new teachers through their initial years in the classroom. Additionally, the district is committed to developing robust coaching and mentoring structures. These structures will include training and ongoing professional development tailored to the needs of new teachers, ensuring they receive the guidance and support necessary to succeed. Induction support will be designed to help new teachers integrate into their roles effectively, fostering their professional growth and enhancing their ability to impact student learning positively. Supporting new teachers in schools with high Unduplicated Pupil Percentages (UPP) is essential for enhancing educational outcomes. Recent research highlights the effectiveness of structured support systems such as induction and mentoring programs, coaching, and professional development in aiding new educators. Research underscores the importance of induction and mentoring programs for beginning teachers. Ingersoll and Strong (2011) critically review these	

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		programs, showing they improve teaching effectiveness and positively impact student outcomes. Similarly, Fletcher and Strong (2017) investigate effective coaching practices, revealing that these can enhance teacher practice and lead to better outcomes for all learners. These findings affirm the critical role of comprehensive support systems in helping new teachers meet the needs of diverse student populations, including English learners, low-income, and foster youth students, thereby enhancing their effectiveness and student academic outcomes. A strong new teacher induction program is critical for developing effective educators across all schools. However, this action principally supports high-UPP sites facing staffing challenges with new, underqualified teachers. An LEA-wide structure ensures consistent training, coaching, and mentorship standards regardless of school assignment. It facilitates targeted deployment of induction resources and intensive support to sites with concentrations of English learners, low-income, and foster youth. Though benefiting all teachers, the centralized implementation allows for data-driven professional development tailored to address achievement gaps among unduplicated pupils. This systematic approach increases instructional quality and academic outcomes for high-need groups in a cohesive, equitable manner districtwide.	
3.3	**Action:** Access to Internet and/or Devices **Need:**	To enhance academic outcomes, particularly for low-income students and foster youth, providing additional technology and support is crucial. Several studies highlight the effectiveness of these interventions in facilitating educational	as listed in action description

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	Response to district surveys and requests for technology show that unduplicated students disproportionately lack reliable access to the internet and digital devices, which are crucial for completing assignments and accessing educational resources. This results in a significant divide in academic performance which can be readily seen from state testing outcomes. The data on the 2023 California School Dashboard indicates lower academic achievement for Low-Income students, and Foster Youth compared to the district average. This discrepancy underlines the necessity for enhanced academic supports and resources tailored to uplift these groups' performance. On the CAASPP ELA all students averaged 2.7 points below standard while unduplicated student groups averaged significantly lower - Low Income students, 26.3 points below standard; and Foster Youth, 87.6 points below standard. In Math, all students averaged 39.9 points below standard with unduplicated student groups lagging significantly behind -- Low Income students, 64.4 points below; and Foster Youth, 154.2 points below. This action will provide access to online programs and services to improve student achievement in ELA and Math by providing additional technology and support, above and beyond the Williams requirement. Educational partner feedback indicates an appreciation for and a need to continually support providing for the technological needs of students.	improvements. Research by DiSalvo et al. (2014) demonstrates the significant impact that access to technology has on learning outcomes. The study discusses how technology can support systemic changes in education, suggesting that providing devices and internet access can open new avenues for learning and engagement. Further emphasizing the role of technology, Ertmer et al. (2012) explore the relationship between teacher beliefs and technology integration practices. They highlight the importance of staffing solutions that support teachers in effectively incorporating technology into their instructional practices. This is complemented by Fullan's (2013) discussion on the role of leadership and staffing in enhancing technology integration efforts within schools, indicating that effective support systems are essential for successful technology adoption. Additionally, a meta-analysis by Means et al. (2013), commissioned by the U.S. Department of Education, evaluates the effectiveness of online learning programs. The analysis confirms that these programs significantly improve student outcomes, underscoring the importance of access to online programs and services. These references collectively provide strong empirical evidence supporting the necessity of technology access, skilled staffing to assist with technology integration, and robust online programs to improve educational outcomes. By leveraging these resources, schools can substantially enhance learning opportunities and support academic success for low-income students and foster youth, ensuring they have the necessary tools to succeed in an increasingly digital world.	

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	Scope: LEA-wide	This action is designed to enhance student achievement in ELA and Math by supplementing online programs and services with additional technology and support, going above and beyond the Williams requirement. It is particularly aimed at benefiting Low-Income students and Foster Youth, ensuring they have the necessary resources to succeed. To support this action, the district will provide adequate staffing, including a Director to oversee technology initiatives, systems and network specialists to ensure robust and reliable technology infrastructure, and helpdesk staff to assist with troubleshooting and user support. These roles are crucial for maintaining the smooth operation of technology services and ensuring that students and staff can fully leverage the tools provided. Furthermore, the district will enhance access to a variety of online programs and services that are essential for modern education, such as Google Workspace for collaboration and Gaggle for ensuring student safety online. These tools are vital for enriching the educational experience and facilitating effective learning. Additionally, the departments will provide essential educational technology to support classroom instruction. This includes laptops, tablets, desktop computers, and interactive Newline boards. These technologies are designed to engage students more effectively in their learning processes and provide teachers with versatile tools to deliver high-quality instruction tailored to the needs of each student. This action is being implemented LEA-wide because equitable access to technology is a foundational need for all students in today's educational landscape. However, low-income and	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		foster youth often lack the same technology resources at home as their peers. An LEA-wide approach ensures all students receive the technology tools, support staff, and digital services required for modern learning. It allows for consistent standards, infrastructure, and centralized, cost-effective implementation. While principally directed at supporting unduplicated pupils by bridging the digital divide, the LEA-wide nature provides a comprehensive technological foundation that benefits all students. This systematic approach increases and improves services for high-need groups in a way that uplifts the entire district.	
3.4	**Action:** Access and Opportunities **Need:** Individual school needs, as detailed in each school's School Plan for Student Achievement (SPSA), highlight specific requirements for enhanced instructional programs, materials, and support services to improve English Language Arts and Mathematics. These needs are particularly pronounced in schools serving high populations of English Learners and low-income, and Foster Youth students, who may face significant barriers in accessing quality education. The data on the 2023 California School Dashboard indicates lower academic achievement for English Learners, Low-Income students, and Foster Youth compared to the district average. This discrepancy underlines the necessity for enhanced academic supports and resources tailored to	The district will enhance its English Language Arts and Mathematics instructional programs by tailoring resources to individual school needs as detailed in each School Plan for Student Achievement (SPSA) (https://www.redlandsusd.net/fs/resource-manager/view/f102e1f7-66d0-4c9d-b0a1-c3a5bc56edec). These resources include site-based personnel, instructional materials, technology, and professional development opportunities, alongside strategies to promote positive school climates and address social-emotional, behavioral, and mental health needs. These initiatives, aligned with the LCAP, focus particularly on supporting English Learners, Low-Income, and Foster Youth students. The district will provide staffing, training, necessary classroom supplies, and cover costs for educational field trips. This comprehensive approach aims to improve attendance, reduce suspensions, and ensure all students, especially those facing greater	as listed in action description

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	uplift these groups' performance. On the CAASPP ELA all students averaged 2.7 points below standard while unduplicated student groups averaged significantly lower - Low-Income students, 26.3 points below standard; English Learners, 58.4 points below standard; and Foster Youth, 87.6 points below standard. In Math, all students averaged 39.9 points below standard with unduplicated student groups lagging significantly behind -- Low-Income students, 64.4 points below; English Learners, 85.1 points below; and Foster Youth, 154.2 points below. Analysis of district data shows that all students had a 93.4% attendance rate, whereas English Learners had a lower rate at 92.3%, Low-Income students at 92.6%, and Foster Youth at 91.0%. Based on data from the 2023 CA School Dashboard, the chronic absenteeism rate was 24% for all students, higher rates were observed among English Learners at 26.4%, Low-Income students at 29.1%, and Foster Youth at 26.1%. Educational partner feedback enthusiastically endorses ongoing support for school plans that address the unique needs identified at each site. **Scope:** LEA-wide	challenges, have access to quality educational opportunities. Disaggregated data from each school site reveals that unduplicated students achieve at lower rates compared to their peers. Consequently, each school tailors supplemental curricula and supports to address the unique needs of these students, as outlined in their individual school plans. This approach involves the identification, analysis, and adoption of evidence-based curriculum supports suitable to their specific student demographics and school context. The effectiveness of these supplemental curricula is assessed through a continuous improvement process, which includes setting specific student goals, monitoring progress, and making necessary adjustments based on individual needs. Enhanced academic performance among these students will be measured by closely monitored individual plans and standardized district/state assessments. Additionally, the implementation of site-based plans aims to strategically use data to pinpoint and address the educational requirements of unduplicated student groups, especially those identified in "red" areas on the California School Dashboard for each school. While tailored to individual school needs, an LEA-wide approach ensures consistent standards and equitable access to supplemental staffing, programs, and resources across all sites. It allows for cohesive professional development, curriculum adoption, and centralized procurement of effective intervention materials. Data-driven SPSAs target high-need student populations, but LEA oversight promotes strategic service alignment with LCAP goals benefiting all students. Though principally	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		directed at English learners, low-income, and foster youth, centralized implementation increases staff capacity to address common achievement gaps and climate/engagement needs districtwide. An LEA-wide structure leverages site flexibility within unifying district systems of support, ultimately increasing and improving services for high-need groups in a comprehensive manner.	
3.5	**Action:** Enhanced Facilities Projects **Need:** As indicated by school climate surveys and a review of the data pertaining to facility requests, schools serving high numbers of unduplicated students often have outdated or insufficient facilities, which can impact the learning environment and student morale, leading to a decline in attendance. Analysis of district data shows that all students had a 93.4% attendance rate, whereas English Learners had a lower rate at 92.3%, Low-Income students at 92.6%, and Foster Youth at 91.0%. Based on data from the 2023 CA School Dashboard, the chronic absenteeism rate was 24% for all students, higher rates were observed among English Learners at 26.4%, Low-Income students at 29.1%, and Foster Youth at 26.1%. **Scope:** LEA-wide	The district will implement enhanced facilities projects to create innovative learning spaces, such as Garner Holt labs, Z-Space labs, Outdoor Learning Spaces, and enhanced innovation library spaces. These projects are primarily directed toward Equity Support Program (ESP) sites that serve high numbers of unduplicated student populations, including foster youth, English learners, and low-income students. The aim of these spaces is to foster enthusiasm for learning, enhance student connectedness to school sites, and provide equitable access to educational opportunities. The selection of sites for these enhancements will be data-driven, focusing on schools with significant achievement gaps and high concentrations of the targeted student groups. To implement this action, the district will provide managers and support staff to oversee the development and maintenance of these spaces. Essential materials and supplies, such as construction materials, technology, and furniture, will be procured to ensure these spaces are well-equipped and conducive to learning. Additionally, the district will engage contracted services for facility improvements, ensuring that all new and renovated spaces meet the specific needs of	as listed in action description

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students and enhance their learning environment. This comprehensive approach is designed to not only benefit all students but specifically target and support the needs of foster youth, English learners, and low-income students by transforming their educational spaces and experiences. To support positive academic outcomes and reduce chronic absenteeism among foster youth, English learners, and low-income students, implementing enhanced facilities projects to develop innovative learning spaces is crucial. Research strongly supports the link between the quality of school facilities and student performance and engagement. Earthman (2002) explores the relationship between school facility conditions and student academic achievement. His findings underscore the importance of well-maintained and optimally designed facilities in supporting student success. Haggerty et al. (2010) offer policy recommendations through the Coalition for Community Schools, advocating for safe and healthy learning environments that not only support learning but also student well-being, emphasizing the critical role of the physical school environment in educational outcomes. Prince (2004) reviews the effectiveness of active learning strategies facilitated by innovative learning spaces. His research indicates that these spaces significantly enhance student engagement and learning outcomes. Scott-Webber et al. (2011) investigate the impact of formal learning environments, including innovative spaces, on student learning. Their study confirms that thoughtfully designed educational spaces can profoundly influence academic performance. The	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		National Council on School Facilities (2015) compiles research that connects the adequacy and equity of school facilities with student outcomes, highlighting that equitable access to high-quality facilities is essential for all students. DeLuca and Rosenblatt (2010) emphasize that equity in educational environments is crucial for the success of all students, particularly those from marginalized communities. These studies collectively provide empirical evidence of the positive impact that enhanced and innovative facilities have on student attendance, engagement, and academic outcomes, particularly for vulnerable student groups. They underline the importance of investing in high-quality, equitable educational spaces as a fundamental component of educational strategies aimed at promoting student success and reducing absenteeism. While principally targeting high-need ESP sites, developing engaging innovative learning spaces benefits all students district-wide. An LEA-wide approach ensures consistent design standards, procurement, and construction oversight across sites. It allows for strategic prioritization of facilities projects based on data around unduplicated student concentrations and achievement gaps. Though focused on schools with more foster, English learner, and low-income populations initially, an LEA-wide model provides a cohesive, long-term vision for enhancing learning spaces comprehensively. This increases access and enthusiasm for learning among targeted groups in a way that uplifts the entire district.	
3.6	**Action:** Transportation	The importance of transportation in school districts is profoundly underscored by recent research,	as listed in action description

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Transportation barriers, as indicated by attendance data and parent feedback, disproportionately affect unduplicated students, impacting their ability to consistently attend school and participate in school-related activities. Analysis of district data shows that all students had a 93.4% attendance rate, whereas Low income students had a lower rate at 92.6%, and Foster Youth at 91.0%. Based on data from the 2023 CA School Dashboard, the chronic absenteeism rate was 24% for all students, higher rates were observed among Low-Income students at 29.1%, and Foster Youth at 26.1%. **Scope:** LEA-wide	which highlights its critical role in enhancing student attendance and academic achievement. The 2023 study published by MIT Press, titled "Another One Rides the Bus: The Impact of School Transportation on Student Outcomes," provides compelling evidence that reliable and safe school transportation significantly boosts student attendance and achievement. Utilizing a detailed panel of student-level enrollment and address data from Michigan public schools, the study demonstrates that transportation policies have a substantial effect on educational outcomes. Additionally, the Urban Institute's 2023 report "Student Transportation and Educational Access" discusses the vital role of transportation in ensuring educational access, especially in larger and more geographically dispersed districts. The findings from this report emphasize that adequate transportation services are crucial for providing equal access to educational opportunities, affecting students' ability to regularly attend school and engage in school-related activities. Together, these studies highlight the significant role of transportation in supporting educational equity and access, illustrating its direct impact on enhancing student attendance and fostering academic success. The district is committed to ensuring access to in-person instruction by enhancing transportation services, particularly for Low-Income and Foster Youth students. While all students will benefit from improved transportation options, this initiative focuses on providing equitable access to those	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		who may face significant barriers in reaching school facilities. To facilitate this commitment, the district will employ a dedicated staff including a Director of Transportation, drivers, bus aides, and support staff. These personnel are essential for the operation and management of safe and efficient transportation services. The district will provide various transportation options, including district-operated buses for direct routes to and from schools, and city bus passes to accommodate students who require more flexible travel schedules. This comprehensive approach ensures that all students, especially those from underserved backgrounds, have reliable and accessible means to attend school, fostering greater educational equity and attendance stability. Reliable transportation access is essential for students to attend school and receive in-person instruction. However, low-income and foster youth often lack consistent transportation means. Providing transportation services LEA-wide ensures equitable access for all students to get to school. A centralized approach allows for efficient deployment of bus routes, staff scheduling, and vehicle maintenance districtwide. While principally directed at unduplicated pupils, an LEA-wide model provides this foundational service benefiting all families. This systematic implementation increases access to educational opportunities for high-need groups in a way that supports the entire district.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.7	**Action:** LCAP Program Coordination **Need:** Feedback from educational partners indicates a continued need to maintain positive collaboration with families and community members to ensure positive outcomes for students. The LCAP Advisory Committee expressed an appreciation for and the need to maintain inclusive and equitable involvement in the development, implementation, and monitoring of the Local Control Accountability Plan (LCAP). Ensuring that all educational partners have a voice is crucial to address and support the unique needs of low-income students, foster youth, and English learners effectively. **Scope:** LEA-wide	The district is committed to promoting equitable development and effective implementation of the LCAP by coordinating support across school sites and district programs, ensuring comprehensive community and parental involvement. Dedicated staff facilitate educational partner participation, making sure all voices contribute to the planning process, thereby enhancing educational policies and practices that affect students. The district supports this engagement by providing necessary materials and aligning district programs with community needs to improve academic, social-emotional, and behavioral outcomes. Research from the Harvard Graduate School of Education (2023) and Detroit URC (2011) underscores the significant benefits of involving families and community members in school decision-making. These benefits include improved staff morale, greater teacher retention, increased community support, and enhanced student outcomes like reduced suspensions and increased after-school participation. By incorporating a broad range of perspectives, including a diverse 45-member LCAP Advisory Committee and a Student LCAP Advisory Committee, the district strengthens its goals, actions, and services, fostering a more inclusive environment. This approach not only deepens school-community ties but also supports the district's vision to inspire, equip, and support all members of the Redlands USD community. The effectiveness of these initiatives is monitored through continuous feedback and participation in the LCAP advisory process, ensuring that the voices of diverse educational partners are heard and valued.	as listed in action description

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action ensures equitable LCAP development and monitoring across the district. However, it is principally directed at low-income, foster, and English learner student groups who often face barriers to inclusion. An LEA-wide approach enables consistent outreach, training on engaging underrepresented voices, and targeted interventions for these student populations. It allows leveraging centralized resources efficiently while benefiting all groups through increased transparency. Streamlining as an LEA-wide action coordinates improved services for high-need students in a cohesive manner. The district-wide structure uplifts the entire LCAP process through meaningful engagement of all educational partners.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** Tiered Academic Supports for Multilingual Students **Need:** Analysis of recent data from the California School Dashboard and DataQuest underscores persistent academic achievement challenges faced by multilingual learners,	The Educational Services Division is committed to enhancing English language proficiency and improving reclassification rates for English Learners. This effort involves comprehensive staff development aimed at expanding and refining the implementation of ELD standards across all grade levels and content areas. Additionally, the division ensures ongoing monitoring and will develop tiered systems of support to effectively assist students	as listed in action description

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	particularly English Learners (ELs), in the Redlands Unified School District. These challenges, primarily stemming from language barriers, cultural differences, limited vocabulary, high academic expectations, and emotional stress, continue to impact their academic performance and integration into mainstream classrooms.? In 2023, the California School Dashboard reported that 47.6% of ELs in Redlands Unified demonstrated progress toward English language proficiency, as measured by the English Language Proficiency Assessments for California (ELPAC). In 2024, this progress was maintained at 48.8%, making progress, a slight increase. This performance places the district in the “maintained” status category and color yellow, indicating a need for targeted interventions to support ELs in achieving language proficiency. ? The academic challenges faced by ELs are further evidenced by their performance in English Language Arts (ELA) and Mathematics (Math). According to the 2023 California School Dashboard, ELs in Redlands Unified scored 58.4 points below the standard in ELA assessments compared to 61.2 points in 2024, placing them in the "orange" performance color. ?In addition, ELs scored 85.1 points below the standard in Math in 2023, compared to 89.9 points in 2024, placing them in the “orange” performance color. These data points highlight the ongoing need for comprehensive support systems and instructional strategies tailored to the unique	who are not making adequate progress in their language acquisition. The division will provide specialized staffing to support this initiative, including a Director of Special Projects, Program Specialists, and necessary support staff. These roles are crucial for English Learner achievement, overseeing the program's effectiveness and providing targeted assistance where needed. Furthermore, the division will offer extensive professional development opportunities for administration and staff, including participation in conferences and workshops specifically focused on strategies for supporting English Learners towards reclassification. These training sessions are designed to equip staff with the latest methodologies and insights to address the unique needs of English Learners and to foster an environment conducive to multiliteracy, thereby enhancing academic success and equitable access to educational opportunities. Linda Darling-Hammond's advocacy for comprehensive support structures, including language services, highlights the need to bridge the achievement gap for non-English-speaking students. This approach ensures equitable access to educational resources for all families, regardless of their home language. Building on this foundation, recent studies emphasize the critical importance of specialized language acquisition programs and targeted teacher training to support English Learners (ELs).	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	needs of ELs. The District English Learner Advisory Committee (DELAC) annual needs assessment demonstrated feedback focused on tutoring or intervention for students, literacy instruction for families, professional development for teachers, and translation support for all school sites. By addressing the needs and providing targeted academic interventions, the district can work towards improving educational outcomes and ensuring equitable opportunities for all EL students. **Scope:** Limited to Unduplicated Student Group(s)	The report "Preparing All Teachers to Meet the Needs of English Language Learners," available through ERIC, underscores the necessity for all educators to be equipped to meet the diverse needs of ELs. It focuses on the importance of training teachers in understanding language variation and dialectical differences and their impact on learning. This training is vital for enabling educators to support ELs effectively in the classroom by adapting instructional techniques to enhance language acquisition and educational outcomes. Additionally, the publication "7 Programs for English Learners in Grades Pre-K to 12" by the National Academies Press provides a comprehensive review of effective programs and practices for English learners, covering both English-only and bilingual options. This review assesses the outcomes of these educational strategies, advocating for well-designed programs that support language acquisition among ELs. It details the benefits of various instructional models and the critical role of teacher training in improving the educational experiences of ELs. According to the California EL Roadmap, the diversity of ELs—including newcomers, potential long-term ELs, long-term ELs, those with interrupted schooling, and ELs with disabilities—requires pedagogy and educational support services that are differentiated and responsive. The roadmap outlines the importance of equitable, rigorous, and positive environments and ensures ELs have access to high-quality education. Furthermore, effective and consistent processes	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		for identifying, placing, monitoring, and exiting ELs, alongside enhancing staff capacity, are fundamental for improving both linguistic and academic outcomes for ELs. The California Practitioners' Guide for Educating English Learners with Disabilities provides legal requirements, best practices, and resources to assist ELs with disabilities. Services for English Learners are designed primarily for unduplicated pupils and families facing language barriers. The work of EL program specialists, EL paraprofessionals, and other staff who deliver targeted interventions is crucial. These professionals also conduct related parent workshops and provide technical assistance to schools. They focus on both Integrated and Designated English Language Development based on assessments, including interviews and surveys with EL students and their parents/guardians. Interventions are specifically tailored to foster English language proficiency and mastery of grade-level content standards, thereby enhancing the support that students might otherwise receive in other academic interventions. Implementing these actions is expected to significantly boost students' academic proficiency as measured by state assessments and increase the English Learner reclassification rate, marking substantial progress in educational equity and effectiveness for English Learners.	
2.5	**Action:** Long-Term English Learner Program	The district is implementing a focused initiative to address the specific academic needs of Long-	as listed in action description

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Assessment data from the California School Dashboard and DataQuest highlight ongoing challenges faced by Long-Term English Learners (LTELs) in Redlands Unified School District, affecting their academic progress and integration into mainstream classrooms.? According to the 2023 California School Dashboard, 47.6% of English Learners in Redlands Unified were making progress toward English language proficiency, as measured by the English Language Proficiency Assessments for California (ELPAC). The same CA Dashboard comparison revealed that in 2024, 48.8.% of English Learners in Redlands Unified were making progress toward English language proficiency which corresponds to a "Yellow" performance level on the Dashboard. This figure is slightly above the statewide average of 45.7% for English Learner Progress. As a L-TEL student group in 2024, the overall performance color for ELPI was green, however the same group scored far below the standard in both ELA and Math with a performance color of Red. DataQuest reflects 23.6% L-TELs were reclassified in 2023 compared to 21.7% in 2024 which is a slight decline. The District English Learner Advisory Committee (DELAC) annual needs assessment demonstrates feedback focused on tutoring or intervention for students, literacy instruction for families, professional development for teachers, and translation support for all school sites. There is a need to	Term English Learners (L-TELs) by providing dedicated EL staff and tiered support systems. This action is designed to increase English language proficiency and effectively reduce the number of L-TELs within the district. To achieve this, the district will designate secondary EL teachers who are specially trained to meet the specific needs of L-TELs, including socio-emotional, academic, literacy, and language proficiency. These teachers will implement targeted instructional strategies that are designed to accelerate English language acquisition and close academic gaps. Additionally, the district will ensure that these specialized teachers are equipped with the necessary professional development and instructional materials to support their teaching. These materials will be specifically tailored to enhance learning for L-TELs, incorporating both language development and content mastery to facilitate better academic outcomes and progress toward English proficiency. Research shows that Long-Term English Learners have a unique set of needs. "Long-term English Learners: Predictors, Patterns, & Outcomes," a study, released by the Houston Education Research Consortium, examines the predictors and outcomes associated with students who have been classified as English learners for seven years or more. It highlights the academic challenges LTELs face and suggests strategies for more effective language instruction and support, aiming to accelerate their language acquisition and	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	focus on English Learners with a high concentration on supporting the L-TEL student group. Currently, L-TELs constitute 12.7% of the English Learner population compared to 13.2 % last year, showing a slight improvement. Addressing the specific needs of this group is essential for promoting equitable educational outcomes and ensuring their successful integration into mainstream academic settings. **Scope:** Limited to Unduplicated Student Group(s)	academic achievement (Houston Education Research Consortium). "Supporting Emergent Bilingual Learners Labeled Long-Term English Learners," published in the International Multilingual Research Journal, this article discusses the characteristics and educational experiences of LTELs, emphasizing the necessity of tailored educational approaches. It outlines the importance of providing LTELs with specific instructional strategies that address both their language development and academic content needs, which are crucial for improving their educational outcomes (Olsen, 2010). These studies provide insight into the unique challenges faced by long-term English learners and underscore the importance of specialized instructional strategies to support their continued language development and academic success.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

3 Redlands USD elementary schools have an Unduplicated Pupil Percentage (UPP) below 55%.
21 Redlands USD school have an Unduplicated Pupil Percentage (UPP) above 55%.
The District increased or ensured continued staffing at school sites with a UPP above 55% using a methodology determined by Business Services which included a review of current staffing, student group program offerings, academic data, and school site needs. As a result of

this review funds were used to ensure continued staffing of general education instructional paraprofessional positions, instructional support specialist/intervention teachers, counselors, and academic case carriers. To meet the requirement to increase the number of staff who provide direct services to students at school with an enrollment of unduplicated students that is greater that 55%, the District is implementing supports with additional personnel for Comprehensive School Counseling (Goal 1, Actions 4&5), promoting college and career readiness (Goal 1, Action 9; Goal 2, Actions 7&8), Tiered Academic Supports (Goal 2, Action 2), Tiered Literacy Supports (Goal 2, Action 3),Tiered Academic Supports for Multilingual Learners (Goal 2, Action 4), and English Learner Programs (Goal 2, Action 5).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Elementary School Ratio 1:38/No Secondary Schools Below 55%	Elementary School Ratio 1:31/Secondary School Ratio 1:54
Staff-to-student ratio of certificated staff providing direct services to students	Elementary School Ratio 1:18/No Secondary Schools Below 55%	Elementary School Ratio 1:16/Secondary School Ratio 1:18

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$210,393,447	$43,393,897	20.625%	0.000%	20.625%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$76,933,020.00	$21,511,463.00	$16,874,485.00	$5,555,573.00	$120,874,541.00	$104,006,064.00	$16,868,477.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Tiered Social-Emotional and Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$752,218.00	$50,000.00	$802,218.00				$802,218.00	
1	1.2	Positive Behavior Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$500,000.00	$450,000.00	$950,000.00				$950,000.00	
1	1.3	Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$2,225,000.00	$5,000.00	$2,230,000.00				$2,230,000.00	
1	1.4	Comprehensive School Counseling Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$6,500,000.00	$40,000.00	$6,540,000.00				$6,540,000.00	
1	1.5	Comprehensive School Counseling: Academic Case Carrier Program	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools Grades 6-8, all middle and high schools	three years	$1,200,000.00	$50,000.00	$1,250,000.00				$1,250,000.00	
1	1.6	Intervention Support Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$85,000.00	$20,000.00	$105,000.00				$105,000.00	
1	1.7	Parent & Community Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$1,126,500.00	$200,000.00	$1,326,500.00				$1,326,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Language Assessment Center & Translation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$535,000.00	$50,000.00	$585,000.00				$585,000.00	
1	1.9	Career Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	High School (9th-12th grades)	three years	$350,000.00	$2,010,000.00	$2,360,000.00				$2,360,000.00	
1	1.10	Visual & Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$1,100,500.00	$200,000.00	$1,300,500.00				$1,300,500.00	
1	1.11	Redlands Connection League	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Middle Schools (6th-8th grades)	three years	$300,000.00	$100,000.00	$400,000.00				$400,000.00	
1	1.12	Health & Wellness Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	three years	$1,000,000.00	$10,000.00	$1,010,000.00				$1,010,000.00	
1	1.13	Targeted Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$200,000.00	$10,000.00	$210,000.00				$210,000.00	
1	1.14	Targeted Enrollment Support	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	three years	$150,000.00	$10,000.00	$160,000.00				$160,000.00	
2	2.1	Professional Development to Support Implementation of State Standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$1,100,000.00	$60,000.00	$1,160,000.00				$1,160,000.00	
2	2.2	Tiered Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$2,340,998.00	$60,000.00	$2,400,998.00				$2,400,998.00	
2	2.3	Tiered Literacy Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$1,175,000.00	$50,000.00	$1,225,000.00				$1,225,000.00	
2	2.4	Tiered Academic Supports for Multilingual Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	three years	$750,000.00	$30,000.00	$780,000.00				$780,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Long-Term English Learner Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	three years	$1,155,000.00	$10,000.00	$1,165,000.00				$1,165,000.00	
2	2.6	Supplemental Instructional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$0.00	$500,000.00	$500,000.00				$500,000.00	
2	2.7	Advancement Via Individual Determination (AVID)	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Elementary: Arroyo Verde, Crafton, Lugonia, McKinley, Mentone, and Victoria; All seconday sites (middle and high schools)	three years	$1,350,000.00	$85,000.00	$1,435,000.00				$1,435,000.00	
2	2.8	College and Career Readiness Programs	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools High School (9th-12th grades)	three years	$377,419.00	$600,000.00	$977,419.00				$977,419.00	
2	2.9	Summer School/Credit Recovery	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools High Schools (9th-12th grades)	three years	$771,262.00	$20,000.00	$791,262.00				$791,262.00	
2	2.10	Instructional Technology and Innovation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$1,100,000.00	$800,000.00	$1,900,000.00				$1,900,000.00	
2	2.11	Targeted Special Education Supports	Students with Disabilities	No			All Schools	three years	$58,489,384.00	$5,678,546.00	$33,539,123.00	$8,198,749.00	$16,874,485.00	$5,555,573.00	$64,167,930.00	
2	2.12	Expanded Learning Opportunities Program	All	No			All Schools Grades	three years	$10,936,438.00	$1,672,931.00		$12,609,369.00			$12,609,369.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK through 6th									
3	3.1	Recruitment and Retention of Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$750,000.00	$50,000.00	$800,000.00				$800,000.00	
3	3.2	New Teacher Support Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$200,000.00	$200,000.00	$400,000.00				$400,000.00	
3	3.3	Access to Internet and/or Devices	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	three years	$2,500,000.00	$1,300,000.00	$3,800,000.00				$3,800,000.00	
3	3.4	Access and Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$1,000,000.00	$2,025,000.00	$3,025,000.00				$3,025,000.00	
3	3.5	Enhanced Facilities Projects	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$395,000.00	$400,000.00	$795,000.00				$795,000.00	
3	3.6	Transportation	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	three years	$2,700,000.00	$10,000.00	$2,710,000.00				$2,710,000.00	
3	3.7	LCAP Program Coordination	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	three years	$275,000.00	$25,000.00	$300,000.00				$300,000.00	
4	4.1	Tier I: Behavioral and Attendance Supports	All	No			Specific Schools: Orangewood High School	three years	$195,000.00	$7,000.00		$202,000.00			$202,000.00	
4	4.2	Tier II: Counseling Supports	All	No			Specific Schools: Orangewood High School	three years	$85,000.00	$2,000.00		$87,000.00			$87,000.00	
4	4.3	Tier III: Social-Emotional and Mental Health Supports	All	No			Specific Schools: Orangewood High School	three years	$55,000.00	$2,000.00		$57,000.00			$57,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	Supplemental Professional Development	All	No			Specific Schools: Orangewood High School	three years	$6,345.00	$10,000.00		$16,345.00			$16,345.00	
5	5.1	Community Connections	All	No			Specific Schools: District Programs	three years	$5,000.00	$10,000.00		$15,000.00			$15,000.00	
5	5.2	Program Facilitation and Tiered Interventions	All	No			Specific Schools: District Programs	three years	$250,000.00	$1,000.00		$251,000.00			$251,000.00	
5	5.3	Additional Instructional Opportunities	All	No			Specific Schools: District Programs	three years	$20,000.00	$10,000.00		$30,000.00			$30,000.00	
5	5.4	Academic Intervention and Enrichment	All	No			Specific Schools: District Programs	three years	$0.00	$45,000.00		$45,000.00			$45,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$210,393,447	$43,393,897	20.625%	0.000%	20.625%	$43,393,897.00	0.000%	20.625 %	**Total:**	$43,393,897.00
								LEA-wide Total:	$34,235,216.00
								Limited Total:	$1,945,000.00
								Schoolwide Total:	$7,213,681.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Tiered Social-Emotional and Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$802,218.00	
1	1.2	Positive Behavior Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$950,000.00	
1	1.3	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,230,000.00	
1	1.4	Comprehensive School Counseling Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,540,000.00	
1	1.5	Comprehensive School Counseling: Academic Case Carrier Program	Yes	Schoolwide	Foster Youth Low Income	All Schools Grades 6-8, all middle and high schools	$1,250,000.00	
1	1.6	Intervention Support Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Parent & Community Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,326,500.00	
1	1.8	Language Assessment Center & Translation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$585,000.00	
1	1.9	Career Technical Education (CTE)	Yes	Schoolwide	English Learners Foster Youth Low Income	High School (9th-12th grades)	$2,360,000.00	
1	1.10	Visual & Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,300,500.00	
1	1.11	Redlands Connection League	Yes	Schoolwide	English Learners Foster Youth Low Income	Middle Schools (6th-8th grades)	$400,000.00	
1	1.12	Health & Wellness Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,010,000.00	
1	1.13	Targeted Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$210,000.00	
1	1.14	Targeted Enrollment Support	Yes	LEA-wide	Foster Youth	All Schools	$160,000.00	
2	2.1	Professional Development to Support Implementation of State Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,160,000.00	
2	2.2	Tiered Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,400,998.00	
2	2.3	Tiered Literacy Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,225,000.00	
2	2.4	Tiered Academic Supports for Multilingual Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$780,000.00	
2	2.5	Long-Term English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,165,000.00	
2	2.6	Supplemental Instructional Supports	Yes	LEA-wide	English Learners Foster Youth	All Schools	$500,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.7	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Elementary: Arroyo Verde, Crafton, Lugonia, McKinley, Mentone, and Victoria; All seconday sites (middle and high schools)	$1,435,000.00	
2	2.8	College and Career Readiness Programs	Yes	Schoolwide	Foster Youth Low Income	All Schools High School (9th-12th grades)	$977,419.00	
2	2.9	Summer School/Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools High Schools (9th-12th grades)	$791,262.00	
2	2.10	Instructional Technology and Innovation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,900,000.00	
3	3.1	Recruitment and Retention of Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$800,000.00	
3	3.2	New Teacher Support Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$400,000.00	
3	3.3	Access to Internet and/or Devices	Yes	LEA-wide	Foster Youth Low Income	All Schools	$3,800,000.00	
3	3.4	Access and Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,025,000.00	
3	3.5	Enhanced Facilities Projects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$795,000.00	
3	3.6	Transportation	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,710,000.00	
3	3.7	LCAP Program Coordination	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	

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2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$119,388,698.00	$109,410,346.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Tiered Social-Emotional and Mental Health Supports	Yes	$820,000.00	$798,000.00
1	**1.2**	Positive Behavior Supports	Yes	$1,025,000.00	$975,000.00
1	**1.3**	Restorative Practices	Yes	$1,505,000.00	$1,465,000.00
1	**1.4**	Comprehensive School Counseling Program	Yes	$5,625,500.00	$5,605,500.00
1	**1.5**	Comprehensive School Counseling: Academic Case Carrier Program	Yes	$1,420,730.00	$1,380,725.00
1	**1.6**	Intervention Support Teams	Yes	$180,000.00	$170,005.00
1	**1.7**	Parent & Community Involvement	Yes	$1,300,000.00	$1,335,000.00
1	**1.8**	Language Assessment Center & Translation Services	Yes	$584,000.00	$576,500.00
1	**1.9**	Career Technical Education (CTE)	Yes	$3,150,000.00	$3,100,682.00
1	**1.10**	Visual & Performing Arts	Yes	$1,150,000.00	$1,150,000.00
1	**1.11**	Redlands Connection League	Yes	$500,000.00	$380,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Health & Wellness Services	Yes	$550,000.00	$450,000.00
1	1.13	Targeted Attendance Support	Yes	$900,000.00	$850,000.00
1	1.14	Targeted Enrollment Support	Yes	$310,000.00	$290,000.00
2	2.1	Professional Development to Support Implementation of State Standards	Yes	$990,000.00	$964,823.00
2	2.2	Tiered Academic Support	Yes	$2,890,203.00	$2,890,203.00
2	2.3	Tiered Literacy Supports	Yes	$830,000.00	$823,876.00
2	2.4	Tiered Academic Supports for Multilingual Students	Yes	$820,000.00	$835,700.00
2	2.5	Long-Term English Learner Program	Yes	$1,060,000.00	$1,070,320.00
2	2.6	Supplemental Instructional Supports	Yes	$600,000.00	$587,342.00
2	2.7	Advancement Via Individual Determination (AVID)	Yes	$1,500,000.00	$1,530,000.00
2	2.8	College and Career Readiness Programs	Yes	$910,000.00	$1,010,000.00
2	2.9	Summer School/Credit Recovery	Yes	$720,000.00	$820,000.00
2	2.10	Instructional Technology and Innovation	Yes	$2,220,000.00	$2,282,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	Targeted Special Education Supports	No	$57,074,766.00	$48,881,347.00
2	2.12	Expanded Learning Opportunities Program	No	$15,955,916.00	14,892,248
3	3.1	Recruitment and Retention of Qualified Staff	Yes	$991,338.00	$1,052,212.00
3	3.2	New Teacher Support Program	Yes	$400,000.00	$430,039.00
3	3.3	Access to Internet and/or Devices	Yes	$3,800,000.00	$3,925,900.00
3	3.4	Access and Opportunities	Yes	$3,861,769.00	$3,792,247.00
3	3.5	Enhanced Facilities Projects	Yes	$1,148,485.00	$888,685.00
3	3.6	Transportation	Yes	$3,220,000.00	$3,207,843.00
3	3.7	LCAP Program Coordination	Yes	$392,310.00	$382,308.00
4	4.1	Tier I: Behavioral and Attendance Supports	No	$205,000.00	$202,035
4	4.2	Tier II: Counseling Supports	No	$90,000.00	$93,690
4	4.3	Tier III: Social-Emotional and Mental Health Supports	No	$65,000.00	$64,907
4	4.4	Supplemental Professional Development	No	$28,400.00	$0
5	5.1	Community Connections	No	$50,000.00	$7,293

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.2**	Program Facilitation and Tiered Interventions	No	$300,000.00	$232,908
5	**5.3**	Additional Instructional Opportunities	No	$95,281.00	$6,880
5	**5.4**	Academic Intervention and Enrichment	No	$150,000.00	$9,128

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$45,039,910	$45,374,335.00	$45,039,910.00	$334,425.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Tiered Social-Emotional and Mental Health Supports	Yes	$820,000.00	$798,000.00		
1	1.2	Positive Behavior Supports	Yes	$1,025,000.00	$975,000.00		
1	1.3	Restorative Practices	Yes	$1,505,000.00	$1,465,000.00		
1	1.4	Comprehensive School Counseling Program	Yes	$5,625,500.00	$5,605,500.00		
1	1.5	Comprehensive School Counseling: Academic Case Carrier Program	Yes	$1,420,730.00	$1,380,725.00		
1	1.6	Intervention Support Teams	Yes	$180,000.00	$170,005.00		
1	1.7	Parent & Community Involvement	Yes	$1,300,000.00	$1,335,000.00		
1	1.8	Language Assessment Center & Translation Services	Yes	$584,000.00	$576,500.00		
1	1.9	Career Technical Education (CTE)	Yes	$3,150,000.00	$3,100,682.00		
1	1.10	Visual & Performing Arts	Yes	$1,150,000.00	$1,150,000.00		
1	1.11	Redlands Connection League	Yes	$500,000.00	$380,000.00		
1	1.12	Health & Wellness Services	Yes	$550,000.00	$450,000.00		
1	1.13	Targeted Attendance Support	Yes	$900,000.00	$850,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Targeted Enrollment Support	Yes	$310,000.00	$290,000.00		
2	2.1	Professional Development to Support Implementation of State Standards	Yes	$990,000.00	$964,823.00		
2	2.2	Tiered Academic Support	Yes	$2,890,203.00	$2,890,203.00		
2	2.3	Tiered Literacy Supports	Yes	$830,000.00	$823,876.00		
2	2.4	Tiered Academic Supports for Multilingual Students	Yes	$820,000.00	$835,700.00		
2	2.5	Long-Term English Learner Program	Yes	$1,060,000.00	$1,070,320.00		
2	2.6	Supplemental Instructional Supports	Yes	$600,000.00	$587,342.00		
2	2.7	Advancement Via Individual Determination (AVID)	Yes	$1,500,000.00	$1,530,000.00		
2	2.8	College and Career Readiness Programs	Yes	$910,000.00	$1,010,000.00		
2	2.9	Summer School/Credit Recovery	Yes	$720,000.00	$820,000.00		
2	2.10	Instructional Technology and Innovation	Yes	$2,220,000.00	$2,282,000.00		
3	3.1	Recruitment and Retention of Qualified Staff	Yes	$991,338.00	$1,052,212.00		
3	3.2	New Teacher Support Program	Yes	$400,000.00	$430,039.00		
3	3.3	Access to Internet and/or Devices	Yes	$3,800,000.00	$3,925,900.00		
3	3.4	Access and Opportunities	Yes	$3,861,769.00	$3,792,247.00		
3	3.5	Enhanced Facilities Projects	Yes	$1,148,485.00	$888,685.00		
3	3.6	Transportation	Yes	$3,220,000.00	$3,227,843.00		
3	3.7	LCAP Program Coordination	Yes	$392,310.00	$382,308.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$209,258,120	$45,039,910	0%	21.524%	$45,039,910.00	0.000%	21.524%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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