



2025-2026  
Local Control and  
Accountability Plan



Redlands Unified School District

School Board Adoption: June 24, 2025

Goal/Action	Narrative
1.1 Tiered Social-Emotional and Mental Health Supports	<p>The Educational Services Division is equipping schools with social-emotional learning curriculum and tiered SEL/mental health supports for students, to build competency in self-management, self-awareness, social awareness, relationship skills, and responsible decision making to create positive and inclusive learning environments. When students have a healthy sense of socio-emotional well-being and feel included in a positive learning environment, there is a greater likelihood they will build connections at school resulting in an increase in attendance rates, a decrease in chronic absenteeism, and lower drop-out rates. Although all students will benefit from these supports and services, this action is principally directed to Foster Youth, English Learners, and Low-Income students.</p> <ul style="list-style-type: none"> <li>- Provide Tier 3 staffing (e.g., FTE: director, licensed mental health provider, support staff; Hourly: mental health associate clinicians)</li> <li>- Provide professional development and training</li> <li>- Provide instructional materials and supplies (i.e., SEL curriculum, wellness materials)</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.1-1.19, M1.34-1.38</p>
1.2 Positive Behavior Supports	<p>The Educational Services Division is equipping school sites with tools and support for promoting positive student behaviors, to increase student connectedness and improve attendance while reducing undesired behaviors. Increased connectedness can be seen through greater participation in clubs, activities, and school events as well as a decrease in suspension rates. While all students will benefit from positive behavior supports and services, this action is principally directed to support Foster Youth, English Learners, and Low-Income students.</p> <ul style="list-style-type: none"> <li>- Provide Tier 3 staffing (e.g., BCBA coordinator, paraprofessionals)</li> <li>- Provide professional development and training</li> <li>- Provide subscriptions and fees (i.e., PBIS Apps, 5Star, ASB)</li> <li>- Provide materials and supplies</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.20-1.33, M1.36-1.38, M1.41</p>
1.3 Restorative Practices	<p>The Educational Services Division is providing support systems, staffing, and training in restorative practices for schools to manage conflict and build relationships, especially to support Foster Youth, English Learners, and Low-Income students, who are disproportionately affected by ACEs.</p> <ul style="list-style-type: none"> <li>- Provide professional development and training</li> <li>- Provide materials and supplies</li> <li>- Provide staffing (e.g., administrators, support staff)</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.20-1.33</p>
1.4 Comprehensive School Counseling Program	<p>The District will provide additional site-based counseling support at elementary and secondary school sites, targeting at-promise academic conferencing, college and career readiness lessons and activities, and focused social-emotional learning groups for unduplicated students. This effort is primarily designed to meet the specific needs of Low-Income students, Foster Youth, and English Learners, aiming to enhance student connectedness and improve attendance.</p> <ul style="list-style-type: none"> <li>- Provide staffing (e.g., counselors, program specialists, support staff)</li> <li>- Provide materials and supplies</li> <li>- Provide professional development and training opportunities</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.1-1.19, M1.39, M2.1</p>

<p>1.5 Comprehensive School Counseling: Academic Case Carriers</p>	<p>The Academic Case Carrier program will continue to offer Tier 3 supports, primarily directed toward foster youth and low-income students. This initiative aims to enhance attendance and academic success, build resiliency, and facilitate connections with community resources for these students.</p> <ul style="list-style-type: none"> <li>- Provide staffing (e.g., counselors, administrators, support staff)</li> <li>- Provide materials and supplies to support foster youth and low-income students</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.16-1.19, M1.26-1.32, M1.34-1.35, M1.39; 2.21, 2.24, 2.25</p>
<p>1.6 Intervention Support Teams</p>	<p>School sites will utilize the Intervention Support Team (IST) process to analyze data, identify students in need of support, and conduct collaborative educational partner planning sessions in order to develop individual success plans. These plans will be unique to student need and will be principally directed toward English Learners, Foster Youth, and Low-Income students performing below grade level standards. The intent of this action is to identify and mitigate barriers to student success.</p> <ul style="list-style-type: none"> <li>- Provide hourly compensation for site IST leadership</li> <li>- Provide training and support materials</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.34, M1.35, M2.1-2.12</p>
<p>1.7 Parent &amp; Community Involvement</p>	<p>The District will provide staff focused on equity, communication, and family connection support to implement capacity-building opportunities and family outreach to partner in increasing student engagement and reducing chronic absenteeism, with a focus on English Learner, Foster Youth, and Low-Income student families.</p> <ul style="list-style-type: none"> <li>- Provide staffing (e.g., equity coordinator, parent/family liaisons, communications team, Special Projects staff)</li> <li>- Provide parent/family training and engagement opportunities</li> <li>- Provide materials and supplies for parent &amp; community advisory groups (i.e., DELAC, DAAPAC, SEPAC)</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.2, M1.36, M1.43, M1.44</p>
<p>1.8 Language Assessment Center &amp; Translation Services</p>	<p>The Language Assessment Center will provide translation and interpretation services, and coordinate assessment programs for English learners, to improve communication with families and support student reclassification and attendance. Additionally, the Language Assessment Center staff conducts the initial screening and assessment of students identified through the enrollment process as possible English Learners. The screening and assessment determines if a student is classified as English-Only or at a level of English learner when they enter school. As such, this action is principally directed to support low-income and foster youth students from families who speak languages other than English, in addition to English Learners.</p> <ul style="list-style-type: none"> <li>- Provide staffing (e.g., translators, language assessment staff, bilingual stipends)</li> <li>- Provide contracted translation services</li> <li>- Provide materials and supplies</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.1, M1.43, M1.44, M2.18</p>

1.9 Career Technical Education (CTE)	<p>Educational Services will provide support for academic services and progress monitoring, to support increases in student A-G and Career Technical Education (CTE) completion rates. Although all students will benefit from additional personnel, this action is principally directed toward Low- Income students, English Learners, and Foster Youth.</p> <ul style="list-style-type: none"> <li>- Provide staffing to support College and Career (i.e., Career Center Teachers, extra hourly staff compensation)</li> <li>- Provide instructional materials and equipment</li> <li>- Maintain the contract with CRY-ROP to provide additional pathways and support at Redlands USD schools</li> <li>- Provide admission and transportation for field trips which promote college and career preparedness</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.35, M1.45, M2.24-2.28</p>
1.10 Visual & Performing Arts	<p>Education Services will provide for students to engage in Visual and Performing Arts programs districtwide to improve school engagement and provide a sense of belonging especially for students in unduplicated student groups. This action principally supports Low-Income students, Foster Youth, and English Learners.</p> <ul style="list-style-type: none"> <li>- Provide staffing to support VAPA (including FTE: Music Teachers, support staff)</li> <li>- Provide hourly support for VAPA programs</li> <li>- Provide instructional materials to support VAPA (i.e., sheet music, instruments, consumable materials, etc.)</li> <li>- Provide transportation to educational field trips and showcases</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.3-1.15, M1.21-1.25, M1.42</p>
1.11 Redlands Connections League	<p>The Student Services Department will coordinate the Redlands Schools Connections League (RSCL) (middle school athletics) to build character through athletics to increase connectedness and SEL competencies. This action principally supports English Learners, Low-Income students, and Foster Youth.</p> <ul style="list-style-type: none"> <li>- Provide staffing to support RSCL (i.e., coordinator, hourly staff for coaching and supervision)</li> <li>- Provide materials and services to support RSCL (i.e., equipment, pinnies, line striping)</li> <li>- Provide transportation to athletic events</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.16-1.19, M1.34, M1.40</p>
1.12 Health & Wellness Services	<p>The Student Services Department will improve the physical wellness of students by providing health supports including nurses and health aides at school sites. Although all students will benefit from health services, the action is principally directed at Low-Income students and Foster Youth. This action will support positive attendance rates and a sense school connectedness for low-income and foster youth students.</p> <ul style="list-style-type: none"> <li>- Provide staffing (e.g., registered nurses, health aides)</li> <li>- Provide materials and supplies</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.1-1.19, M1.36</p>
1.13 Targeted Attendance Support	<p>The District will help improve student attendance by providing attendance staff at all school sites principally directed to supporting English Learners, Low-Income, and Foster Youth students.</p> <ul style="list-style-type: none"> <li>- Provide staffing (e.g., attendance clerks, attendance technicians)</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.1-1.19</p>

1.14 Targeted Enrollment Support	<p>The Enrollment Department will provide targeted enrollment support principally directed at Foster Youth. This will promote positive attendance and enrollment without undue delays. While all students will benefit from this support, it is principally directed to the support the unique needs of Foster Youth.</p> <ul style="list-style-type: none"><li>- Provide staffing (e.g., clerical additional time)</li><li>- Provide Materials</li></ul> <p>The efficacy of this action will be reflected in these metrics: M1.1, M1.2</p>
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Goal/Action	Narrative
2.1 Professional Development to Support Implementation of State Standards	<p>The Educational Services Division will provide professional development - training, coaching, and collaboration - for teachers and instructional staff to implement effective instruction in state standards (TK-12) which includes evidence-based strategies for intervention, differentiation, scaffolding to standards, and Universal Design for Learning (UDL); focusing on meeting increasing academic achievement in ELA and Math of English Learner, Foster Youth, and Low Income students.</p> <ul style="list-style-type: none"> <li>- Provide staff to lead professional development (e.g., Teachers on Assignment, Administration, Support Staff)</li> <li>- Provide hourly pay and daily compensation to attend professional development</li> <li>- Provide staff with training to be able to: <ul style="list-style-type: none"> <li>- differentiate instruction based on students' needs</li> <li>- implement standards-aligned curriculum</li> <li>- implement instructional best practices</li> </ul> </li> </ul> <p>The efficacy of this action will be reflected in these metrics: M2.1-2.12, M2.31</p>
2.2 Tiered Academic Support	<p>The District will provide additional core academic staff dedicated to providing specialized Tier 2 support to address the academic needs of students, particularly those not meeting grade-level expectations. This measure aims to ensure that every student receives the attention and instruction they need to thrive academically. This initiative is especially aimed at English Learners, Foster Youth, and Low-Income students, ensuring they receive the targeted assistance necessary to elevate their academic performance.</p> <ul style="list-style-type: none"> <li>- Provide additional teachers to school sites (all levels)</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M2.1-2.12, M2.29, M2.30</p>
2.3 Tiered Literacy Supports	<p>The Educational Services Division will promote literacy and increase reading proficiency by providing sites with supports for school libraries principally directed to English Learners, Foster youth, and Low-Income students. Well-resourced libraries and knowledgeable staff foster reading skills, which are expected to improve performance on assessments like the CAASPP SBAC and Star reading tests, as well as support overall academic achievement, including in mathematics.</p> <ul style="list-style-type: none"> <li>- Provide staffing (e.g., librarians, paraprofessionals, and hourly compensation)</li> <li>- Provide intervention and instructional materials and supplies</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M2.1-2.12, M2.29, M2.30</p>
2.4 Tiered Academic Supports for Multilingual Students	<p>The Education Services Division will increase English language proficiency and reclassification rates for English Learners. District staff will provide staff development to increase implementation of the ELD standards across all grade-levels and content areas and develop tiered systems of support to ensure success for students not making adequate progress. Staff will review ELD content-area classes and Long-Term EL intervention classes to build pathways to multi-literacy.</p> <ul style="list-style-type: none"> <li>- Provide staffing to support English Learner Student Achievement (e.g., Director, Program Specialists, support staff)</li> <li>- Provide staff with training to be able to address the needs for reclassification of English Learners (i.e., conferences, workshops, etc.)</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M2.13-2.18, M2.32-2.33</p>
2.5 English Learner Programs	<p>The district will provide dedicated EL staff specifically aimed at addressing the academic needs of Long-Term English Learners (L-TELEs), focusing on tiered support for these students who are not meeting academic standards. District staff will provide staff development to increase implementation of the ELD standards across all grade-levels and content areas and develop tiered systems of support to ensure success for L-TEL students not making adequate progress. Staff will review ELD content-area classes and Long-Term EL intervention classes to build pathways to multi-literacy. The purpose of this action is to increase English language proficiency to reduce the number of L-TELEs in the district.</p> <ul style="list-style-type: none"> <li>- Provide secondary EL teachers</li> <li>- Provide instructional materials</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M2.13-2.19, M2.32-2.33</p>
2.6 Supplemental Instructional Supports	<p>The Education Services Division will provide supplemental, evidence-based instructional materials to support the implementation of academic programs and target learning recovery efforts for underperforming student groups. The purpose is to close academic achievement gaps and ensure all students have access to high-quality instructional resources tailored to their needs. Although all students will benefit from supplemental materials, the action is principally directed at English Learners, Low-Income, and Foster Youth students.</p> <ul style="list-style-type: none"> <li>- Provide instructional materials (i.e., access to digital materials, consumable materials, books, intervention programs, subscriptions/licenses, etc.)</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M2.1-2.12, M2.31</p>

2.7 Advancement Via Individual Determination (AVID)	<p>The Educational Services Division will increase college and career preparedness by implementing Advancement Via Individual Determination (AVID) programs at school sites districtwide (elementary, middle, and high school). Although all students will benefit from the implementation of the AVID program at sites, this action is principally directed toward Low-Income and Foster Youth students.</p> <ul style="list-style-type: none"> <li>- Provide hourly support for the implementation of AVID (e.g., college tutors)</li> <li>- Provide staff for the implementation of AVID (e.g., site lead teachers)</li> <li>- Provide staff with training to be able to address the needs of Low-Income students (i.e., conferences, workshops, etc.)</li> <li>- Provide instructional materials to support instruction (i.e., digital access to AVID materials, AVID program fees, instructional supplies, etc.)</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.3, M1.9, M1.11, M1.12, M1.15-1.19, M1.25-1.32, M2.3, M2.6-2.11, M2.21, M2.25, M2.30</p>
2.8 College Readiness Programs	<p>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.</p> <ul style="list-style-type: none"> <li>- Provide access to Advanced Placement (AP), PSAT, and SAT exams (i.e., fees, boot-camps, materials)</li> <li>- Provide staff with training to be able to address the needs of Low-Income students (i.e., conferences, workshops, etc.)</li> <li>- Offer Dual Enrollment (DE) programs through partnerships with the Community College District</li> <li>- Provide access to additional courses through telepresence (staffing - teacher and paraprofessionals)</li> <li>- Provide field trips to local colleges and universities to cultivate a college-going culture</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M2.20-2.28, M2.34</p>
2.9 Summer School/Credit Recovery	<p>High School sites will offer programs for students off-track for graduation, focusing on accelerating progress for Foster Youth, English Learners, and Low-Income students. This is measured by an increase in graduation rates and college/career preparedness for these students.</p> <ul style="list-style-type: none"> <li>- Provide staff for summer school opportunities (i.e. teachers, support staff)</li> <li>- Provide staff compensation for providing credit recovery courses</li> <li>- Provide instructional materials for summer school and credit recovery</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M2.21-2.28, M2.34</p>
2.10 Instructional Technology and Innovation	<p>The Instructional Technology and Accountability Department will support schools with innovative technology programs, professional development, and technology tools designed to provide students equitable access to meet or exceed grade level content standards. While all students will benefit from this action, it is principally directed to support English Learners, Foster Youth, and Low Income students.</p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- Provide instructional materials, equipment, and supplies for instructional technology and innovation programs (i.e., specialized technology, maker space consumables, etc.)</li> <li>- Provide ongoing data analysis and progress monitoring to inform instruction</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M2.1-2.12, M2.30</p>
2.11 Targeted Special Education Supports	<p>District and site-based staff will provide targeted Special Education supports for students in general education and separate class settings for students age 3-22. Additional supports and services include: extended school year (ESY), adult transition program, language and speech services, occupational therapy, adaptive physical education, and transportation provided based on IEP team determination to address disability needs and close the achievement gap.</p> <ul style="list-style-type: none"> <li>- Provide specialized district and site staff (including Redlands USD employees and contracted services)</li> <li>- Provide instructional materials, equipment, and supplies</li> <li>- Provide coaching, professional development, and administrative support</li> </ul>
2.12 Expanded Learning Opportunities Program	<p>The Expanded Learning Opportunities (ELO) Program provides funding for after school and summer school enrichment programs for kindergarten (including transitional kindergarten) through sixth grade. ELO-P will allow schools to increase service offerings that focus on developing the academic, social, emotional, and physical needs and interests of pupils and give unduplicated pupils and families the flexibility to participate based on their needs and interests.</p> <ul style="list-style-type: none"> <li>- Provide designated district and site staff</li> <li>- Provide instructional materials, equipment, and supplies</li> <li>- Provide expanded learning opportunities through assemblies and field trips, including opportunities during school breaks and on weekends</li> </ul>

Goal/Action	Narrative
3.1 Recruitment and Retention of Qualified Staff	<p>The Human Resources Department will recruit, hire, and retain highly qualified, experienced staff for schools with the highest Unduplicated Pupil Percentage (UPP) to improve achievement in ELA, Math, and ELD. Although all students will benefit from an experienced staff, this action is principally directed at English Learners, Low-Income, and Foster Youth students.</p> <ul style="list-style-type: none"> <li>- Provide staff to support hiring and retention of highly qualified staff: (e.g., personnel support staff)</li> <li>- Develop coaching and mentoring structures</li> <li>- Host recruitment fairs and actively seek experienced staffing candidates</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M2.1-2.11, M3.1</p>
3.2 New Teacher Support Program	<p>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.</p> <ul style="list-style-type: none"> <li>- Provide staff to support new teachers: (e.g., Induction Lead (TOA), support staff; hourly compensation for induction coaches)</li> <li>- Develop coaching and mentoring structures (training, professional development, induction support)</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M2.1-2.11, M3.1</p>
3.3 Access to Internet and/or Devices	<p>The Technology Services and Innovation, Technology, and Innovation Departments will supplement online programs and services to improve student achievement in ELA and Math by providing additional technology and support, above and beyond the Williams requirement. Although all students will benefit from additional support, this action is principally directed toward Low-Income students and Foster Youth.</p> <ul style="list-style-type: none"> <li>- Provide staffing to support technology (e.g., Director, systems and network specialists, helpdesk staff)</li> <li>- Provide access to online programs and services (i.e., Google, Gaggles, etc.)</li> <li>- Provide access to educational technology to support classroom instruction (i.e. laptops, tablets, desktops, Newline boards, etc.)</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M2.1-2.11, M3.2, M3.4</p>

3.4 Access and Opportunities	<p>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 comprehensive needs assessment. SPSAs are aligned to this LCAP. Although all students will benefit from access and opportunities, this action is principally directed at English Learners, Low-Income students, and Foster Youth.</p> <ul style="list-style-type: none"> <li>- Provide staffing (i.e. administration, support staff, family engagement staff, teachers, aides, substitute teachers, extra hourly compensation)</li> <li>- Provide staff with training (i.e. conferences, consultants, books, coaching)</li> <li>- Provide instructional materials (i.e. instructional supplies, intervention consumable materials, technology)</li> <li>- Provide entrance fees and transportation costs for educational field trip opportunities</li> </ul> <p>School Plans can be found here:  <a href="https://www.redlandsusd.net/fs/resource-manager/view/f102e1f7-66d0-4c9d-b0a1-c3a5bc56edec">https://www.redlandsusd.net/fs/resource-manager/view/f102e1f7-66d0-4c9d-b0a1-c3a5bc56edec</a></p> <p>The efficacy of this action will be reflected in these metrics: M1.1, M1.2, M2.1, M2.12, M2.13, M2.18, M2.25, M3.2, M3.4</p>
3.5 Enhanced Facilities Projects	<p>The Business Services Division will implement enhanced facilities projects to develop innovative learning spaces, such as Garner Holt labs, Z-Space labs, Outdoor Learning Spaces, and enhanced innovation library spaces, principally directed toward Equity Support Program (ESP) sites with high numbers of unduplicated student populations. These innovative learning spaces aim to create enthusiasm for learning, support student connectedness to school sites, and provide equitable access and opportunities for foster youth, English learners, and low-income students. Sites will be identified for these projects through the use of data on unduplicated student groups and achievement gaps. While all students will benefit from these innovative learning spaces, the action is principally directed to support the needs of foster youth, English learners, and low-income students by targeting schools with high concentrations of these student groups and addressing contributing factors to achievement gaps.</p> <ul style="list-style-type: none"> <li>- Provide staffing (i.e., managers and support staff)</li> <li>- Provide materials and supplies (i.e., construction materials, technology, furniture)</li> <li>- Provide contracted services for facility improvement</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.1, M1.2, M3.3</p>
3.6 Transportation	<p>The Transportation Services Department will ensure access to in-person instruction by providing transportation services. Although all students will benefit from transportation services, this action is principally directed to Low-Income and Foster Youth students.</p> <ul style="list-style-type: none"> <li>- Provide staff to support transportation (e.g., Director, drivers, bus aides, support staff)</li> <li>- Provide transportation (i.e., district transportation, city bus passes)</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M1.1, M1.2</p>
3.7 LCAP Program Coordination	<p>The District will provide staffing and resources to all Redlands USD educational partner groups to ensure equity in the development, implementation, and monitoring of the Local Control Accountability Plan to support the unique needs of and improve academic, SEL, and behavioral outcomes of low-income students, foster youth, and English learners.</p> <ul style="list-style-type: none"> <li>- Provide staffing (i.e. Coordinator and support staff )</li> <li>- Provide materials and supplies</li> </ul> <p>The efficacy of this action will be reflected in these metrics: M3.5</p>