



Redlands Unified School District

LCAP Development Community Meeting

February 4, 2026



Agenda

- Welcome
- Overview of the Redlands USD Local Control Accountability Plan (LCAP)
- CA School Dashboard
- Top Thoughts
- Program Overviews
 - Annex D
 - Conference Room
- Wrap Up
- Future Meeting Dates





Purpose of LCAP Development Community Meetings

Build understanding of the LCAP process

Learn how the Local Control and Accountability Plan (LCAP) is developed, updated, and used to guide district priorities.

Explain how LCAP funds support students

Explore programs and services funded through supplemental and concentration grants that support English learners, low-income students, foster youth, and other high-needs students.

Increase transparency around district priorities

Share the district's priority areas and goals, and how LCAP-funded actions are designed to improve student outcomes.

Share evidence of impact

Highlight how LCAP-funded programs are monitored and evaluated as part of the Annual Update to ensure resources are benefiting intended student groups.

Invite community voice (final meeting)

Provide an opportunity for community members to offer direct input and feedback to inform future planning and continuous improvement.



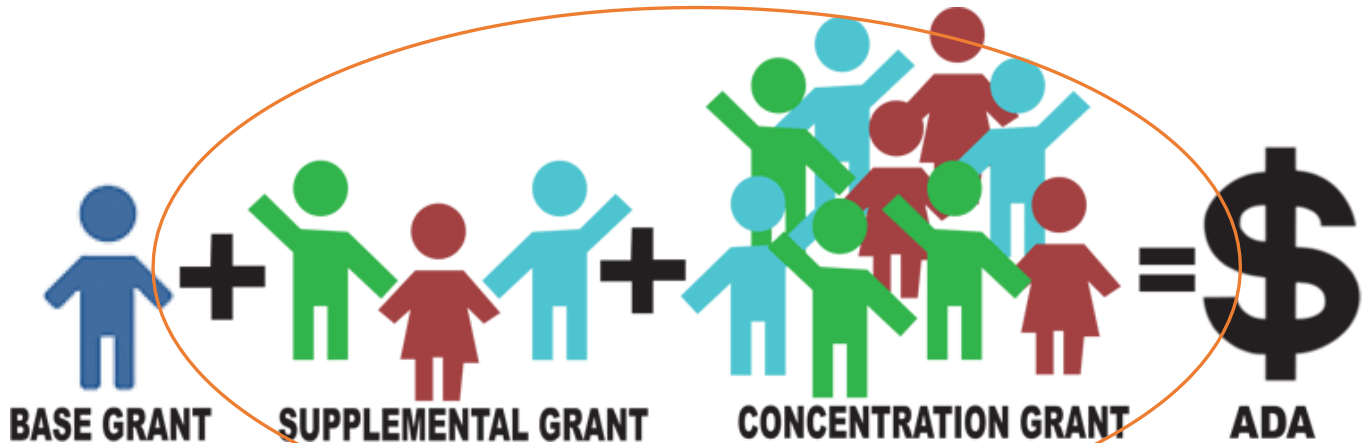
LCAP Guiding Principles

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

LCAP programs or services are making a measurable difference in students' achievement and preparation.



Students who generate the funds



BASE GRANT

SUPPLEMENTAL GRANT

CONCENTRATION GRANT

ADA

English Learners (EL) + Low
Income (LI) + Foster Youth (FY)

Percent of District's UPP
over 55%

=
Unduplicated Pupil Percentage
(UPP)

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.

Beginning on page 19

Goal 2

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

Beginning on page 50

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.

Beginning on page 78



Actions

[Link to 2025-2026 LCAP Actions: https://bit.ly/LCAPactions](https://bit.ly/LCAPactions)

***Note:** Special Education, ELOP, and Equity Multiplier funds are separate from the LCFF Supplemental & Concentration Grant funds. While included in the LCAP, these actions are outside of the focus of these meetings.*



A Look at the Data

DISTRICT PERFORMANCE OVERVIEW

Redlands Unified

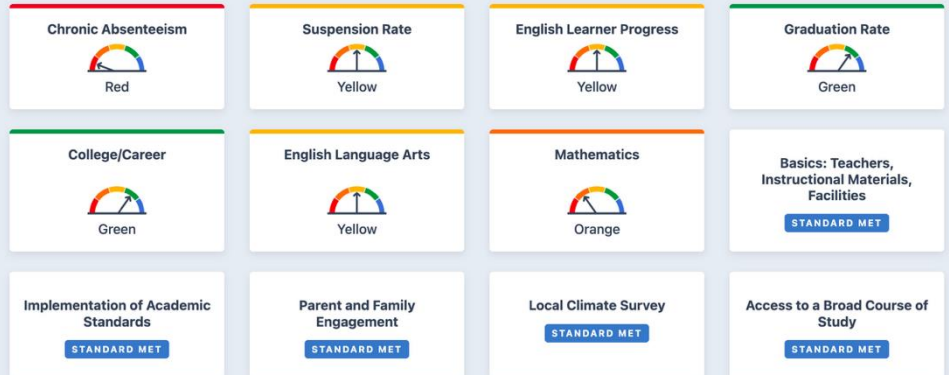
Explore the performance of Redlands Unified under California's Accountability System.

[Generate PDF Report](#)

[View All Schools](#)

[View Additional Reports](#)

2025



Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.





Student Group Report for 2025

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	Yellow	Red	Yellow	Green	Yellow	Orange	Yellow	Green
English Learners	Yellow	Orange	Green	Green	Yellow	Yellow	Yellow	Yellow
Long-Term English Learners	Yellow	Red	Yellow	Green	Red	Red	Orange	Yellow
Foster Youth	N/A	Orange	Yellow	--	Yellow	Orange	--	--
Homeless	N/A	Red	Green	Green	Orange	Orange	Green	Blue
Socioeconomically Disadvantaged	N/A	Red	Green	Green	Orange	Orange	Yellow	Green
Students with Disabilities	N/A	Red	Yellow	Orange	Orange	Red	Yellow	Yellow
Black or African American	N/A	Red	Yellow	Green	Yellow	Orange	Yellow	Green
American Indian or Alaska Native	N/A	--	Red	--	--	--	--	--
Asian	N/A	Green	Green	Blue	Green	Green	Blue	Blue
Filipino	N/A	Green	Blue	Yellow	Blue	Green	Blue	Blue
Hispanic or Latino	N/A	Red	Yellow	Green	Orange	Orange	Yellow	Green
Native Hawaiian or Pacific Islander	N/A	Red	Green	--	--	--	--	--
White	N/A	Orange	Green	Yellow	Green	Yellow	Green	Blue
Two or More Races	N/A	Yellow	Yellow	Green	Green	Yellow	Yellow	Green



ThoughtExchange

Engagement

Review your current engagement statistics to understand how engaged participants are on this topic.

 Participants

657

Last activity: 14 days ago

 Thoughts

683

1.0 thought / participant

 Ratings

24,621

37.5 ratings / participant

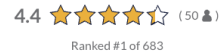


ThoughtExchange

What specific programs, services, or support systems are making (or could make) the greatest positive impact on student success and well-being in Redlands Unified School District, and why? Consider existing programs in areas such as academic support, social-emotional learning, family engagement, school climate, and equity, as well as opportunities to enhance or expand these services.

1 of 14 >

Highly skilled teachers and counselors are our most important resource. It makes a big difference when teachers, principals, and counselors invite all parents to participate and make all parents feel welcome.



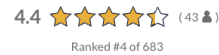
Student success and staff success go hand and hand When we succeed they succeed



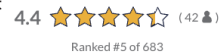
I think that counseling services are vitally important. There are many students who are going through difficult times and giving them emotional support will help them in many ways beyond academics.



Paraprofessionals are crucial in student success Paraprofessionals are essential members of the educational ecosystem and deserve increased compensation



Comprehensive school counseling programs at each site make positive impacts on the social emotional, academic and career development of RUSD students. The work of school counselors directly impacts academic support, social emotional learning, family engagement, school climate and equity.



More counselors on campus would be helpful.



Paraprofessional training before starting the position Pre-service training ensures consistent support, safety, and behavior management, improving student outcomes.





Frequently Used Resources

District Website – <https://bit.ly/RedlandsLCAPwebsite>

California School Dashboard – [District Dashboard](#)

Thought Exchange – <https://bit.ly/December2025TE>



January 14 – Zoom

- Overview of California’s Local Control & Accountability Plan Initiative
- Review State Priorities & the Purpose of the LCAP
- Overview of CA School Dashboard and December Thought Exchange

February 4 – District Office (PDC)

- Overview of LCAP-funded Programs, Supports, and Services
- Program Presentations, with Question/Answer Time

February 18 – District Office (PDC)

- Overview of LCAP-funded Programs, Supports, and Services
- Program Presentations, with Question/Answer Time

March 4 – Community Input (Clement Middle School)

- Review CA School Dashboard and Available Educational Partner Input
- Evaluate LCAP-funded Programs
- Identify New Recommendations
- Review and Rate LCAP Actions

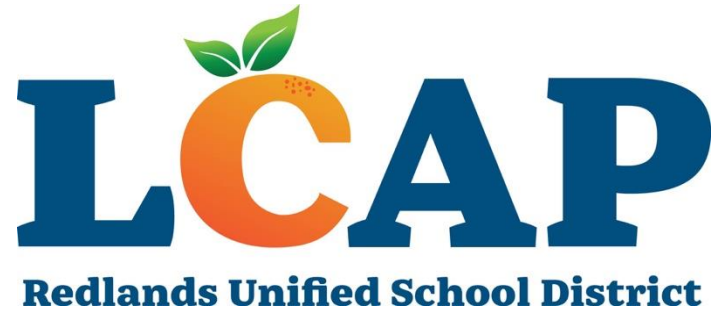
Preparation for Development Meetings

Review the current LCAP

- Consider the impact of existing actions
- Consider which items are important to you and the group(s) you represent
- Consider to what degree funding to actions might be reduced or adjusted

Review the CA Dashboard

- Notice districtwide areas needing support
- Notice student groups at school sites



LCAP Feedback

<https://bit.ly/RedlandsLCAP>

LCAP Program Overview

February 4, 2026

Educational Services

Jean Joye

Senior Director, TK-12 Elementary Education

Denise Fee

Director, Early & Expanded Learning Opportunity Services



2.3 Tiered Literacy Supports

- Library Access
- CORE Reading Professional Development TK-5
- Reading Difficulties Screener K-2



2.12 Expanded Learning Opportunities Program

- TK-6
- Intended Population: Homeless, Foster, Low-Income
- 1,500 +
- Academic, Social Physical Needs
- Boys and Girls Club Partnership



2.1 Professional Development to Support Implementation of State Standards

- Focus on NEW Math Frameworks
- Best First Instruction
- New Teacher Bootcamp



2.2 Tiered Academic Supports

- Small Group Reading Instruction (Tiered Supports)
- Data Analysis and Response
- Math Intervention at Middle Schools
- Teacher in Assignment



2.6 Supplemental Instructional Supports

- Benchmark Phonics Intervention
- Online Support Programs: Freckle Reading and Math; Lalilo



2.7 Advancement Via Individual Determination (AVID)

- Schoolwide at Five Elementary Schools: Arroyo Verde, Crafton, Lugonia, Mentone, Victoria
- Coordinator and Targeted Supports at all Four Middle Schools and the Three Comprehensive High Schools
- National Demonstrations School: REV - Over 15% of students enrolled in an AVID Elective Course



Thank You!

Questions?



LCAP Program Overview

February 4, 2026

Educational Services

Todd Rossi- Director, Special Services

Sonya Balingit- Director, Special Projects

NaChé Thompson- Coordinator, Special Projects



2.11 Targeted Special Education Supports

- Adult Transition Program- Golden Bell Winner!
- Extended School Year (ESY)
- Related Services (LSH, OT, APE, Transportation)



1.7 Parent & Community Involvement

- Coordinator, Site Support
- Family Workshops, Distributions & Events
- Communications Team
- Equity Teams & Training
- DELAC, DAAPAC, Equity & Inclusion Task Force



1.8 Language Assessment Center & Translation Services

- English Learner Proficiency Assessment for California (ELPAC)
- Language Line, Alboum, Habla Me
- Ellevation Software for sites, EL Monitoring
- Partner with Enrollment Center

50+
languages



1.10 Visual & Performing Arts

- Art & Music in Schools (AMS)- Prop 28 funds
- Visual & Performing Arts- maintained
 - Instruments for ALL school sites, on rotation
 - Materials & Supplies
- Staff: Elementary Band & Orchestra, HS Theatre Tech, MS Orchestra
- Performances: Theatre, Music, Art



2.4 Tiered Academic Supports for Multilingual Students

- Director and Staff, Site Support
- ELD Focus
- ELAC & State Compliance
- Professional Development- EL and Dual Language Immersion
- Ellevation for EL Monitoring & Reclassification



2.5 English Learner Programs

- Secondary Staff
- ELD Focus
- LTEL Focus- Summit K12
- CA State Seal of Biliteracy
- Professional Development



Thank You!

Questions?

