

LCAP Development Community Meeting

February 18, 2026



Agenda

- Welcome & Introductions
- LCAP Funding & Actions
- Program Overviews
- Wrap up/Q & A
- Reminder of March 4th meeting





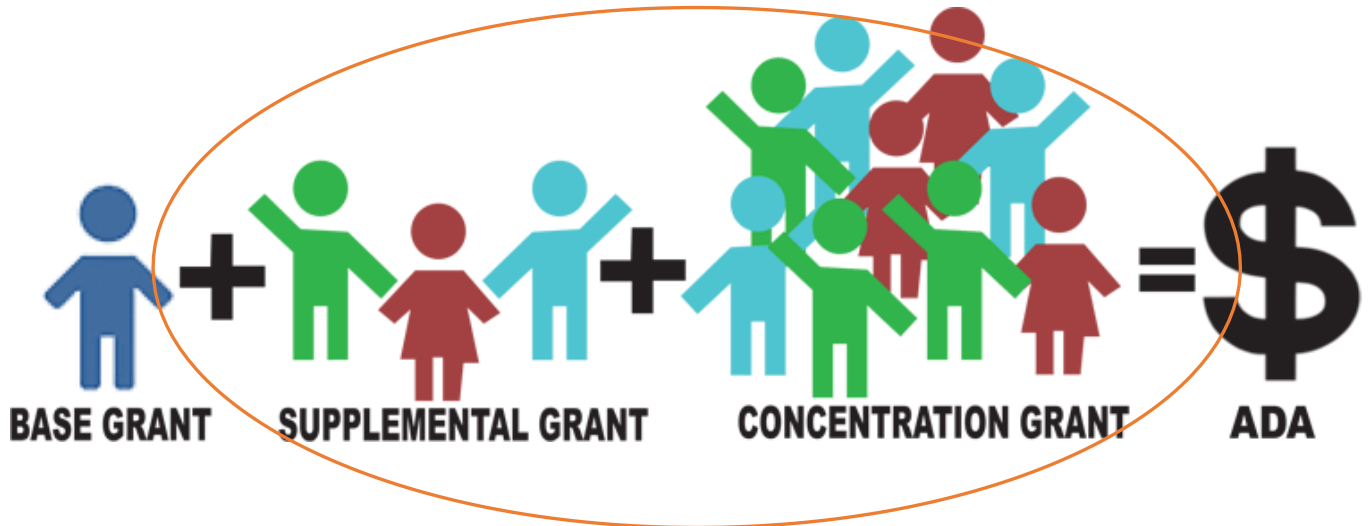
LCAP Guiding Principles

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



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

=

Unduplicated Pupil Percentage
(UPP)

Percent of District's UPP
over 55%



District Funding

- **Base Grant** (Per pupil x attendance rate = ADA)
- **Supplemental & Concentration**
 - **2019/20 = \$25,654,834**
 - **2020/21 = Learning Continuity Plan**
 - **2021/22 = \$35,438,316**
 - **2022/23 = \$44,998,559**
 - **2023/24 = \$48,056,341**
 - **2024/25 = \$45,374,335**
 - **2025/26 = \$43,393,897 (in plan)**
 - **2026/27 = \$43,691,843 (projected)**
- **Learning Recovery Emergency Block Grant (LREBG)**
 - **Included in LCAP: \$1,437,121**



Goal 1

• Positive Learning Environment

- Tiered Behavior and Social Emotional Supports
- Collaborative Community and Parent Partnerships
- Positive School Climate

Goal 2

• Tiered Supports for all Students

- Excellence in Academics
- Professional Development
- Supplemental Instructional Supports
- Enhanced Learning through Innovation

Goal 3

• Maintenance of Base Programs and Goals 1 & 2

- Enhanced Learning through Innovation
- Retention of High-Quality Educators
- Learning in Safe and Secure Environments

Goal 4

• Equity Multiplier Focus Goal

- Orangewood High School
- (Goal 5 – Goal Analysis only: District Programs – RISE & Home/Hospital)*

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.*



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)

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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

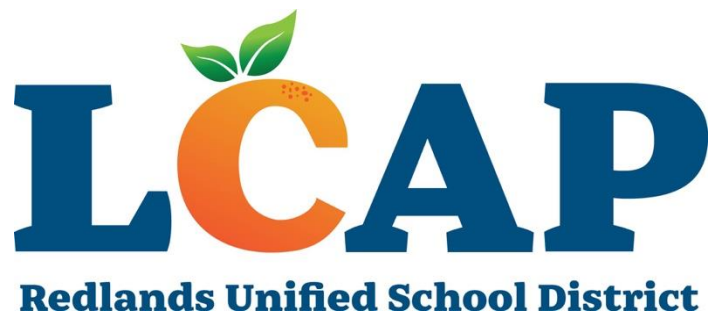


Frequently Used Resources

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

California School Dashboard – [District Dashboard](#)

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



LCAP Feedback

<https://bit.ly/RedlandsLCAP>

RCSS ANNUAL UPDATE

FEBRUARY 2026





HELLO!

Redlands Coordinated Supports & Services

Redlands Coordinated Supports and Services (RCSS) provides consultation and direct service in meeting the behavioral, mental health, and social-emotional needs of all Redlands educational partners.



THE RCSS TEAM

Adam Waggoner - Director of Child Welfare and Attendance

Marissa Butcher - Coordinator, BCBA, AMFT,

Richaun Hendricks - Coordinator, BCBA, PPS

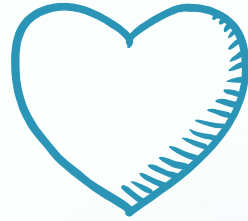
John Juniper - Program Specialist, APCC, PPS

Adam Sipes - Licensed Mental Health Provider, LPCC, PPS



GOAL 1 -

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and **tiered Social Emotional and Behavior supports.**




SOCIAL EMOTIONAL

LEARNING

Self Awareness – Self Management – Relationship Skills

Social Awareness – Responsible Decision Making

LCAP 1.1



SOCIAL EMOTIONAL LEARNING SUPPORTS

District-wide implementation of Site-Based Tier 1 Supports

- ★ Student Connectedness
 - Student participation tracking with 5-Star
- ★ Weekly classroom delivery of lessons by elementary teachers and counselors





Not Just Better Students,
Better People

SEL CURRICULA



- ★ **Second Step (Tier 1 K-5)**
 - Scope & Sequence
 - Web-based video lessons with activities
 - Focus on emotion management, situational awareness, and academic achievement

- **Character Strong (Tier 2/3 K-12)**
 - Small skill group curriculum (coping, regulation, self-mgmt, relationships)
 - Performance supports
 - Connection activities



MENTAL HEALTH SUPPORTS

LCAP 1.1

- ★ **Team of associate mental health clinicians**
 - Assess level of need
 - Provide interim mental health supports
 - Support with referral to community agencies

- ★ **C.A.R.E Team**

- ★ **District-wide Clinical Counseling supports**
 - 21-22 SY: 95 Request for Assistance (RFA)
 - 22-23 SY: 785 RFAs
 - 23-24 SY: 672 RFAs
 - 24-25 SY: 591 RFAs
 - 25-26 SY: 442 RFAs (as of 2/17)

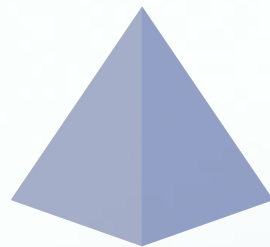
Beck Youth Inventory (BYI)

Average percentage of change of symptomatology in students so far in 25-26 SY

LCAP 1.1



<u>Domain</u>	<u>% of Change</u>
Positive Self Concept (Esteem)	+9.86% (Growth)
Anxiety	-19%% (Symptom Reduction)
Depression	-36% (Symptom Reduction)
Anger	-23% (Symptom Reduction)
Disruptive Behavior	-8% (Symptom Reduction)



POSITIVE BEHAVIOR SUPPORTS

LCAP 1.2



LCAP 1.2

POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS (PBIS)

PBIS Recognition: 24 Award-Winning Sites

CA state recognition system to
acknowledge schools for
implementing PBIS with fidelity to the
national framework

TFI Season
2/9 – 5/8



BEHAVIOR SUPPORT

S

LCAP 1.2

Site-based behavior supports (Tiers 1, 2, & 3)

- School-wide & Classroom Expectations and acknowledgement (PBIS)
- Counselor, teacher, admin support
- Behavior management supports in the classroom

Implementation support

- On-site coaching and consultation
- Data driven action plans
- Ongoing PD

BEHAVIOR SUPPORT

S

LCAP 1.2

District Supported Tier 3 Behavior Supports

- ★ Teacher consultations/ Student Support
 - 21-22 SY: 97
 - 22-23 SY: 147
 - 23-24 SY: 114
 - 24-25 SY: 145
 - 25-26 SY (as of Feb 17): 178
- ★ In-classroom behavior observations & intervention strategies (IST)
- ★ Parent and Family Support
 - Behavior Hotline – (909) 389-2750



RESTORATIVE PRACTICES

LCAP 1.3

ALCOHOL, TOBACCO & OTHER DRUGS



Stanford
MEDICINE

Healthy Futures – Stanford University

- Uses the principles of motivational interviewing and cognitive-behavioral therapy to help students understand:
 - The harms/health effects of use
 - Strategies for managing stress
 - Coping skills
 - Resources to quit

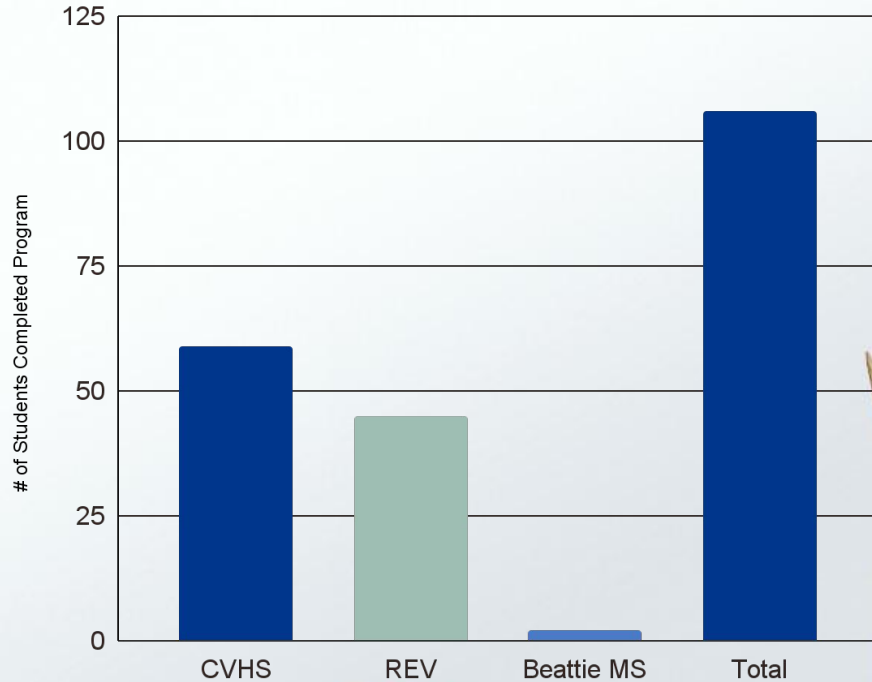


****As of 1/20/26, 106 students at CVHS, REV, and Beattie have completed the program as an alternative to suspension**

ALTERNATIVE TO SUSPENSION- HEALTHY FUTURES

****As of 2/17/26, 106 students at CVHS, REV, and Beattie have completed the program as an alternative to suspension**

Alternative to Suspension Program - My Healthy Future



SCHOOL BASED COUNSELOR SUPPORTS (LCAP 1.4)

SCHOOL COUNSELORS PROVIDE:

- ELEMENTARY- TIER 1 SECOND STEP CLASS LESSONS
- TIER 2 SMALL GROUP SUPPORT
- TIER 3 INDIVIDUALIZED SITE-BASED SUPPORT



ELEMENTARY COUNSELOR MEETINGS 2025-2026

JOIN US FOR COHORT MEETINGS IN THE **ORANGE STREET PDC** AT THE DISTRICT OFFICE FROM **8 AM TO 11 AM** ON THE FOLLOWING DATES:

- **SEPTEMBER 3, 2025**
- **OCTOBER 8, 2025**
- **NOVEMBER 5, 2025**
- **JANUARY 14, 2026**
- **FEB 11, 2026**
- **APRIL 8, 2026**
- **MAY 6, 2026**



FOSTER/HOMELESS STUDENT SUPPORTS

(LCAP GOAL 1.5)

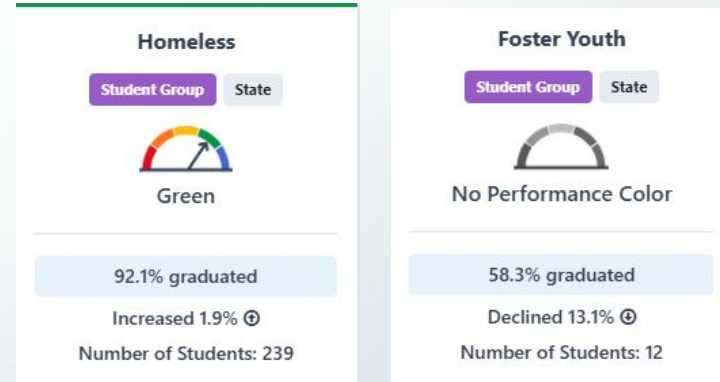
Foster: 154 students

Homeless: 665

Current District Supports

- + 7 Academic Case Carriers (secondary sites)
 - + 435 active students
- + Elementary Counselors
 - + 232 active students

Graduation Rate 24-25





THANK YOU!



LCAP Program Overview

February 4, 2026

Educational Services

Jamie Cortz

Senior Director, TK-12 Secondary Education



1.9 Career & Technical Education

- Staffing to Support College and Career
- Instructional Materials and Equipment



WELCOME TO THE
REDLANDS
College Fest
Redlands USD College Fair

PRESENTATIONS
will take place in
Blackstone
Theatre



2.8 College & Career Readiness Programs

- Access to AP, PSAT, SAT exams
- Trained Staff to support and address the needs of unduplicated students (Credit Recovery/Edgenuity)



All RUSD Students Graduate with a Plan:

What is meant by *College-Ready*?

- Prepared for any post secondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (a certificate, license, Associates or Bachelor's degree).
- Having the knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

What is meant by *Career-Ready*?

- Prepared to provide a family-sustaining wage with pathways to advancement including post secondary training or education.
- Possess the knowledge and skills needed to qualify for and succeed in postsecondary job training and/or education for their chosen career.



CA SCHOOL DASHBOARD- CCI

All Students

All Students

State



Green

Prepared 62.8%

Increased 8.8% ↗

Number of Students: 1,629

All Students

All Students

State



Green

Prepared 51.7%

Increased 3.1% ↗

Number of Students: 497,814



CA SCHOOL DASHBOARD- CCI

	2024	2025	Change
CVHS	53.9%	69.5%	+15.6%
REV	50.2%	64.3%	+14.1%
RHS	66.5%	73.5%	+7%
OHS	1.7%	1.5%	-.2%



Advanced Placement





By School

CVHS

74% pass +7%

439 testers +3

REV

76% pass +8%

395 testers -7

RHS

89% pass +5%

607 testers -21



AP SCHOLARS

AP SCHOLARS (3+ in 3 or more exams)

247

AP SCHOLAR WITH DISTINCTION (3+ in 4 or more exams; including average score of 3.25 on all exams)

212

AP SCHOLAR WITH HONOR (3+ in 5 or more exams; including average score of 3.5 on all exams)

99

2.9 Summer School & Credit Recovery

- Provide Staff for Summer School
- Provide Staff for Credit Recovery





All Students

All Students

State

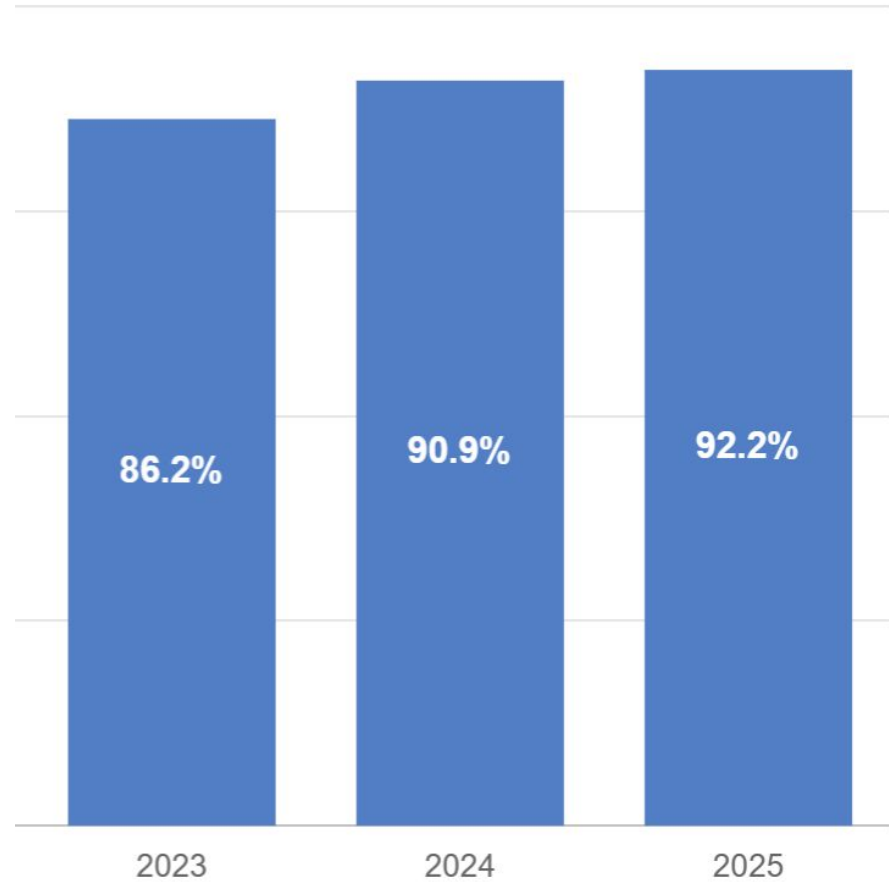


Green

92.2% graduated

Increased 1.3% 

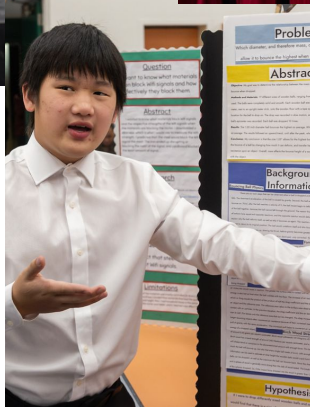
Number of Students: 1,640



2.10 Instructional Technology

- Provide District Staff for PD, Data Analysis, & Support for Innovation Initiatives





Thank You!

Questions?

