

Meeting Summary

Meeting # 1 Date 10/1/2026



This summary is a record of discussion and advisory input. The PAC is advisory and does not take action.

Meeting information	Time: 5:00 – 6:45 pm (doors opened at 4:45 pm; meeting began at about 5:10 pm) Location: District Board Room
Notice and agenda	Agenda posted: 9/24/2026 Where posted: https://bit.ly/lcap-pac ☒ Posted at least 72 hours before the meeting ☒ Posted agenda attached
Attendance	PAC members present: 12 of 24 District staff / presenters: Kristi Hubbard, Patti Buchmiller, PAC Leaders; Superintendent Juan Cabral visited and spoke with members Public attendees: None Supports provided: ☒ Interpretation ☒ Childcare ☒ Food <i>Spanish interpretation was available; no members requested it at this meeting.</i>
Public comment	None. No members of the public requested to speak. Written comments: None received
LCAP materials reviewed	<i>Presented by Kristi Hubbard. Table discussions were led by members.</i> • What the LCAP is: a short video explained the Local Control and Accountability Plan in plain language (watch it at bit.ly/LCAPvideo). • Where we are in the cycle: 2026-27 is the third and final year of the current three-year LCAP. This year's PAC input will help shape the next three-year plan, beginning in 2027-28. • LCAP funds: Supplemental and Concentration grant funds, generated by English learners, foster youth, and students from low-income families. The district must use these funds to increase or improve services for these three student groups. • California School Dashboard: the 2026 Dashboard (state testing, suspension, attendance, graduation, college and career, and English learner progress) is scheduled for release on October 15. The PAC will review it in depth on October 22. • Current actions: each table reviewed one or two actions from the current LCAP, including Action 1.7 (LCAP page 47) and Action 2.4, Tiered Academic Supports for Multilingual Students (LCAP page 73).
PAC feedback and questions	What helps members participate and feel heard • Time to process and think about answers before having to respond; table discussions; multiple ways to give input. • Having a table leader, with others in the group, to help make sure everyone has a chance to participate. • Listening to understand, and identifying language barriers. • Food and childcare are important to participation ("Please keep the food and childcare"). • Practices that have helped families feel heard at their schools: PTA family involvement, principal meetings with parents (such as "Pastries with the Principal"),

	and communication and involvement with teachers. Action 2.4, Tiered Academic Supports for Multilingual Students - Members described the action as identifying English learners and their need to make adequate progress toward English fluency, with the goal of reaching grade level and staying on track to graduate. - If working as intended: students and families would feel a sense of belonging and inclusion, and students would be more academically successful. - Evidence that would help: more students reading at grade level; more students reclassified as fluent English proficient. Action 1.7 - Members described the action's purposes as ensuring equity through staff and parent training, and reducing chronic absenteeism. - If working as intended: representation within curriculum, facilities, libraries, activities, and advisory councils; a communication team. - Evidence that would help: sense of belonging on school climate surveys; screening and assessment results. Question carried forward "How do you measure if the funding allocated to a specific part of the current plan was used effectively?"
District follow-up	- Respond to the member question on how the district measures whether funding for a specific LCAP action was used effectively. - Share the response to a question members raised with Superintendent Cabral at the October 22 meeting. - Email the "Shaping the next plan" questions (below) to members before October 22 so they can reflect in advance. - Post the meeting summary and materials on the LCAP webpage by the end of the day on the Tuesday following each meeting.
Think about for next meeting	<i>We did not reach "Shaping the next plan" on October 1, so it moves to October 22. Please think about these questions ahead of time, keeping English learners, students from low-income families, and foster youth at the center.</i> - What is helping students participate, learn, or feel connected, and where are you seeing a barrier or unmet need? - What do we need to understand better before deciding what should change in the next plan? - Whose experience or what information could help us understand this better? No one needs to share personal circumstances or speak for an entire student group. These are starting points for investigation, not final findings.
Adjournment	Meeting ended: 6:45 pm Next meeting: Thursday, October 22, 2026, 5:00 – 6:45 pm (doors open 4:45 pm), District Board Room

Attachments

☒ Posted agenda ☒ Sign-in sheet (on file, not posted) ☒ Presentation / handouts N/A Written comments

Prepared by Kristi Hubbard **Date** 10/6/2026

Meeting Agenda

Thursday, October 1, 2026 • 5:00 to 6:45 p.m. • District Board Room



Tonight we will get to know one another, establish how we will work together, and begin exploring the current 2026–27 Local Control and Accountability Plan (LCAP) to inform the 2027–28 plan and the next three-year cycle.

1. Welcome and building our PAC community

Introductions, opening table conversation, and shared commitments for working together.

2. Understanding the LCAP

Overview of the 2026–27 Local Control and Accountability Plan and Supplemental and Concentration funding to increase or improve services for English learners, low-income students, and foster youth.

3. Public comment

Opportunity for members of the public to address matters within the PAC's responsibility.

4. Exploring the current plan

Guided table exploration of the 2026–27 LCAP, as time allows.

5. Break

6. Superintendent's welcome

7. Shaping the next plan

The PAC's role and planning calendar; table discussion of student needs and questions to inform the 2027–28 plan and the next three-year cycle.

8. Reflections and next steps

Share discussion themes, identify follow-up, and preview the October 22 meeting on Dashboard data and other evidence.

9. Adjournment



Opening Night Takeaways

October 1, 2026 • What we covered, in writing

Understanding the LCAP

The Local Control and Accountability Plan (LCAP) connects student needs with district goals, planned actions, resources, and measures of progress. It explains what we intend to do and how we will examine whether students are better served.

The 2026–27 LCAP is our current plan. We will examine its implementation and effectiveness to identify needs and priorities for 2027–28, the first year of the next three-year plan. We will ask: What do students need? Are our actions reaching them? What evidence shows a difference? What needs to change?

Our focus on LCAP funds

California's Local Control Funding Formula (LCFF) provides additional Supplemental and Concentration funding (what we call LCAP funds) based on students who are English learners, low-income, or in foster care. The district must increase or improve services for these students in proportion to that additional funding.

"Unduplicated" means each student is counted once for this calculation, even if they belong to more than one group. UPP is the unduplicated pupil percentage, the share of students included in that count.

The LCAP addresses all students, while these additional dollars carry a specific obligation to those three groups. Special education status or being a part of a minority group does not, by itself, generate this funding. Students may belong to overlapping groups, and those experiences matter. Schoolwide or districtwide services may also benefit other students when the required justification centers the needs of unduplicated students.

The role of the PAC

The PAC advises the Superintendent and Board of Education on the LCAP. Members examine information, share experiences, ask questions, and develop recommendations. The committee reviews and comments on the complete proposed plan, and the Superintendent responds in writing to its comments. The Board adopts the plan.

Our work can help identify overlooked needs, barriers to services, and actions to strengthen or reconsider. Recommendations should connect student needs, evidence, and desired outcomes. Not every proposal will be adopted; members should be able to understand how their input was considered.

What we want this committee to be

A place where families feel welcomed, can understand the information, and have meaningful opportunities to contribute. You do not need to be an education expert. We will make room for different perspectives, explain unfamiliar terms, and offer ways to speak or contribute in writing.

Meetings will include discussion and shared work. We will distinguish what is open to influence from requirements and constraints, check that we have captured members' meaning, and track questions and promised follow-up. We will build our working commitments together and revisit how well they support participation.

What comes next

On October 22, we will examine Dashboard data and other evidence alongside the questions raised tonight. Some findings will bring required responses; others will help us identify choices and priorities. Later meetings will examine current actions, develop recommendations, and review the proposed plan.

LCAP feedback or questions: <https://bit.ly/RedlandsLCAP>



Table Conversations

Opening Night • October 1, 2026 • Shared table reference

Everyone may speak, write, or pass. Make room for one another. Share experiences without identifying individual students or staff. If a word needs explaining, ring the jargon bell.

1 Getting acquainted and working together

- What name would you like us to use, and what brought you to this PAC?
- Think of a time your perspective was taken seriously. What did someone do that helped you contribute?
- What should we do here so people can contribute, understand one another, and disagree respectfully?

Bring forward: One practice your table wants the PAC to carry forward. Record the other ideas too.

2 Exploring the current plan

Your facilitator will identify an action in the shared 2026–27 LCAP. Complete this conversation if time allows after public comment.

- In your own words, what is this action supposed to do? Which students and need does it identify?
- What would it look like from a student's or family's perspective if it were working?
- What would we need to know about access, implementation, or results before saying it is effective?

Record: The action title or number and one question to investigate. If time is short, focus on the intended students and need, then the evidence you would need.

3 Student needs and questions for the next plan

Keep English learners, low-income students, and foster youth at the center. No one needs to disclose personal circumstances or speak for an entire student group.

- What is helping students participate, learn, or feel connected, and where are you seeing a barrier or unmet need?
- What do we need to understand better before deciding what should change in the next plan?
- Whose experience or what information could help us understand this better?

Bring forward: Two questions for further investigation. For each, name the experience or need behind it and the evidence or voices needed. Share one need and one question aloud; keep both questions and other contributions in the written record.

Different perspectives are welcome. Tonight's questions are starting points for investigation, not final findings or recommendations.



The LCAP in Plain Language

You do not need to be an LCAP expert to serve on this committee. This page covers the basics. Keep it, write on it, and ring the jargon bell any time we use a word that needs explaining.

What it is

- **LCAP** stands for Local Control and Accountability Plan. It is a three-year plan, updated every year, that connects what students need to goals, actions, money, and the measures we use to check progress.
- **LCFF** (Local Control Funding Formula) is how California funds school districts. It includes base funding plus **Supplemental and Concentration** funding (what we call LCAP funds) tied to three groups of students: English learners, low-income students, and foster youth. A student in more than one group is counted once. That is what “unduplicated” means.
- The district must increase or improve services for those students in proportion to that extra funding. A districtwide or schoolwide action can count when the district can explain how it is principally directed toward those students and effective for them.

What the law requires

- The district must have a parent advisory committee, and it must include parents or guardians of students in those three groups.
- The Superintendent presents the complete proposed plan to the PAC for review and comment, and responds in writing to the PAC’s comments.
- The PAC advises. It does not vote, approve the plan, set the budget, or make personnel decisions. The Board of Education holds a public hearing and adopts the plan.
- Students have their own advisory committee, and so do parents of English learners. That is on purpose. We have found that a separate committee gives student voice more volume, so the PAC is where we listen to parents and guardians.
- Meetings are open to the public (the Greene Act). The agenda is posted at least 72 hours ahead, and members of the public may speak to the committee.

What that means for you

- Your job is to help us understand what students need, ask questions about whether current services are working, and advise on what should come next. You bring your own experience, and you listen for experiences different from yours.
- You may speak, write, or pass. No one needs to share personal circumstances or speak for an entire group.
- Please share experiences without naming individual students or staff. A concern about one child or one employee deserves a private follow-up, and any PAC leader can help arrange it.
- Not every idea will end up in the plan. We will carry your questions forward and explain what happens to the committee’s recommendations.

Words you will hear

S&C / LCAP funds	Supplemental and Concentration funding, the extra LCFF dollars described above. In our district you will usually hear these called “LCAP,” “LCAP dollars,” or “LCAP funds.”
Unduplicated / UPP	Students in the three groups, each counted once. UPP is the unduplicated pupil percentage, the share of our students in that count.
Goal, action, measure	A goal is the overarching aim for a whole set of actions. An action is a specific piece of work planned under that goal. A measure is how we track progress.
Dashboard	The California School Dashboard, the state’s public report on how schools and student groups are doing.



Local Control & Accountability Plan

Goals at a Glance — a public quick-reference guide

\$124,433,805

across the goals below

1

Engagement & School Climate

BROAD GOAL pp. 18–48

\$18,348,377

14 ACTIONS

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs, activities, and tiered social-emotional and behavioral supports — fostering belonging, especially for students whose outcomes indicate the greatest need.

1.1 Tiered Social-Emotional & Mental Health Supports**1.2** Positive Behavior Supports**1.3** Restorative Practices**1.4** Comprehensive School Counseling Program**1.5** Counseling: Targeted Supports**1.6** Student Study Teams**1.7** Parent & Community Involvement**1.8** Language Assessment & Translation Services**1.9** Career Technical Education (CTE)**1.10** Visual & Performing Arts**1.11** Middle School Engagement**1.12** Health & Wellness Services**1.13** Targeted Attendance Support**1.14** Targeted Enrollment Support**2**

Tiered Academic Supports & Services

BROAD GOAL pp. 49–75

\$92,153,293[†]

12 ACTIONS

All students will progress toward meeting grade-level standards in academics through tiered supports and services in English language arts, mathematics, and a broad course of study.

2.1 Professional Development for State Standards^{*}**2.2** Tiered Academic Support**2.3** Tiered Literacy Supports**2.4** Academic Supports for Multilingual Students**2.5** Long-Term English Learner Program**2.6** Supplemental Instructional Supports**2.7** Advancement Via Individual Determination (AVID)**2.8** College & Career Readiness Programs**2.9** Summer School / Credit Recovery**2.10** Instructional Technology & Innovation**2.11** Targeted Special Education Supports[†]**2.12** Expanded Learning Opportunities Program[†]

[†] Goal 2's total includes Actions 2.11 (Targeted Special Education Supports) and 2.12 (Expanded Learning Opportunities Program), which are supported largely by separate state, federal, and restricted funding in addition to LCFF dollars.

^{*} Action 2.1 includes both LCFF and Learning Recovery Emergency Block Grant (LREBG) dollars.



LCAP Goals at a Glance — continued

2026–27

3

Teachers, Materials & Facilities

MAINTENANCE OF PROGRESS

pp. 76–86

\$13,523,655

7 ACTIONS

Implement actions related to teachers, materials, and facilities so the progress made within Goal 1 (Engagement & School Climate) and Goal 2 (Tiered Academic Supports) is maintained, evaluated annually using multiple measures.

3.1 Recruitment & Retention of Qualified Staff

3.4 Access & Opportunities

3.7 LCAP Program Coordination

3.2 New Teacher Support Program

3.5 Enhanced Facilities Projects

3.3 Access to Internet and/or Devices

3.6 Transportation

4

Equity Multiplier — Orangewood High School

EQUITY MULTIPLIER FOCUS

pp. 87–96

\$408,480

4 ACTIONS

By the end of 2026–27, 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.

4.1 Tier I: Behavioral & Attendance Supports

4.3 Tier III: Social-Emotional & Mental Health

4.2 Tier II: Counseling Supports

4.4 College & Career Readiness

5

Equity Multiplier — District Programs (RISE & HHE)

SUNSETTING

pp. 97–104

\$0

PLANNED 2026–27

Leveraged LCFF Equity Multiplier funds to address disparities for underserved students in District Programs — Redlands Independent Study Education (RISE) and Home/Hospital Education (HHE). **This goal concludes with the 2024–27 LCAP cycle: Equity Multiplier funds are fully expended, so no new expenditures are planned for 2026–27.**

THE LCAP PAC • 2026–27 YEAR AT A GLANCE

Families First. Students Always.

When	Meeting	Who's in the room	The question we answer	What comes out of it
Thu • Oct 1	Welcome & Orientation	LCAP PAC 1	What do you want to understand or change?	Shared role, questions, standards, and decision calendar
Thu • Oct 22	Needs Night	LCAP PAC 2	What do students need?	Statement of Need: 5–7 needs, affected students, evidence
Mon • Nov 2	Community Listening Forum	Open Zoom forum	What does the data miss about your student?	Community experience and early priorities tagged to the same needs
Thu • Nov 19	Ask Us Anything	LCAP PAC 3 + program leads	Are current actions meeting the needs?	Effectiveness Record, including needs with no current response
Thu • Dec 3	Recommendations Workshop	LCAP PAC 4	What should be protected, strengthened, redesigned, or reconsidered?	Preliminary recommendations delivered before January decisions form
Thu • Jan 21	Straight Talk	LCAP PAC 5 + district leaders	What did the district do with the analysis?	Full account of every need, options, tradeoffs, and survey questions
Tue • Feb 9	Midyear Board Report	Required board item	What have we learned and what happens next?	Public update; family voice; communitywide survey opens
Thu • Feb 25	Blueprint Night	LCAP PAC 6	If the plan works, what is different for students by 2030?	Recommendations on goals, actions, measures, and outcomes
Late Mar–Apr	Emerging Plan Check	Online comment + open forum	Does the direction reflect what the community said?	Ten-day comment window and documented community response
Thu • May 6	The Final Read	LCAP PAC 7	Does the complete draft reflect the record?	Formal review and comments on the complete proposed LCAP
Tue • June 15	Public Hearing	Governing board	What is being adopted, and how did input shape it?	Public hearing, written responses, board action, contributor recognition
Tue • June 29	Board Adoption	Governing board	What happens now, and how will we know it worked?	Board action