REDLANDS USD • LCAP PARENT ADVISORY COMMITTEE

# Meeting 2 Summary

Thursday, October 22, 2026 • District Board Room

*The PAC is a working committee under the Greene Act. Meetings are workshop-style sessions with no votes or actions. Observations below are members' own words and questions, not findings or district positions.*

| | |
|---|---|
| **Meeting information** | **Time:** 5:00 to 6:45 pm (doors opened at 4:45 pm)<br>**Location:** District Board Room<br>**Purpose:** Share the student needs and questions we did not reach on October 1, then explore the 2026 California School Dashboard together to deepen our understanding of those needs as we prepare for the 2027-28 plan. |
| **Notice and agenda** | **Agenda posted:** 10/15/2026<br>**Where posted:** https://bit.ly/lcap-pac<br>☒ Posted at least 72 hours before the meeting ☒ Posted agenda attached (English and Spanish) |
| **Attendance** | **PAC members present:** 12 of 24<br>**District staff / presenters:** Kristi Hubbard and PAC Leaders<br>**Public attendees:** None<br>**Supports provided:** ☒ Interpretation ☒ Childcare<br>*Spanish interpretation was available; no members used it at this meeting.* |
| **Public comment** | None. No members of the public were present.<br>**Written comments:** None received |
| **LCAP materials reviewed** | *Presented by Kristi Hubbard, with table conversations led by members.*<br>• **Following up from October 1:** responses to two member questions from Meeting 1, and a look back at our shared commitments. A response was given to the question about ParentSquare reminders for PAC meetings. On follow-up after high school, staff confirmed the district does a two-year follow-up with students after they leave high school. For students in special education, the Special Services office conducts the follow-up and keeps the data. For all other students, career center teachers conduct it with the Secondary Education department in Educational Services, and the career center teachers keep the data.<br>• **Student needs and questions:** tables finished the October 1 conversation on what helps English learners, low-income students, and foster youth participate, learn, and feel connected, and where members see barriers or unmet needs.<br>• **Reading the Dashboard together:** the whole group read the Graduation Rate indicator step by step: all students first, then each student group, then status, change, and color. All students are Green at 93.5% (up 1.3 points), compared with a state average of 88.1%. English learners (84.9%), long-term English learners (84.7%), and low-income students (92.8%) are all Green. Homeless youth are Orange at 90.3% (down 1.8 points), and students with disabilities are Yellow at 78.2% (up 8.3 points). Foster youth have no color (18 students) at 77.8%, up 19.4 points. No student group is Red on this indicator districtwide. Members learned that a color reflects both current status and change from the prior year, and that a group gets no color when it has fewer than 30 students or no prior-year data, which happens more often at the school level and for Graduation Rate.<br>• **What is new on the 2026 Dashboard:** Science is now a performance indicator, and English language arts and math results are now reported as distance from proficiency. The LCAP must address every student group at the lowest performance level (Red), at every school as well as districtwide. Long-term English learners again qualify the district for differentiated assistance.<br>• **Exploring an indicator:** each table opened one Dashboard indicator on a Chromebook and recorded what it saw for all students, English learners, long-term English learners, low-income students, and foster youth. Tables explored Mathematics, Suspension Rate, College/Career, and English Language Arts.<br>• **Handouts:** Reading the Dashboard takeaway sheet, Indicators and LCAP Actions crosswalk, |

| | |
|---|---|
| | Explore an Indicator worksheet, and Questions for the Panel cards for the November 19 meeting. |
| **PAC feedback and questions** | **Student needs members raised**<br>• **Connection and belonging:** more clubs and programs that carry students from elementary through high school, with middle school identified as the key drop-off point for student connection; offerings are uneven among schools. Few staff are able to take on clubs because of the time involved, and financial incentives were raised as a possible solution. Members also named low-pressure ways to connect and mentoring such as Big Brothers Big Sisters, and noted after-school programs can be expensive for families.<br>• **Foster youth:** extra support systems specifically for foster students; concern about isolation and the loss of a foster youth liaison; access to foster programs and the foster care liaison is very difficult, especially with San Bernardino County. Members proposed making foster program participation mandatory rather than optional.<br>• **English learners:** some English learners are not connecting enough with their teachers, and some choose not to participate. Ideas included a high school English learner class focused on getting students to graduation, and an aide or English learner inclusion teacher in the classroom for half or all of the period.<br>• **Family engagement and communication:** members see timely, direct communication from schools as declining. Other ideas: making PTA more accessible and removing barriers; welcoming parents' lived experiences; listening sessions; multiple entry points for families; students and parents as role models; staying mindful of language barriers.<br>• **Access to services:** access to mental health care; multiple entry points for services; social-emotional learning supports and understanding why students are not coming to school; universal free lunch; making IEPs easier to get; field trips that include all cultures.<br>• **Issues beyond school control:** members named poverty, local services, and transportation as root causes, and asked how the district addresses systemic issues it does not directly control.<br>• **Student voice:** members praised the depth of insight from the high school student advisory groups. Moving from one or two student representatives to full advisory groups has greatly expanded student voice, and students are concerned about districtwide issues, not only their own school.<br><br>**Questions tables carried forward**<br>• What programs actively help at-risk youth, and what are the results of those programs?<br>• What is helping students learn, participate, and feel connected, and where are the barriers where that is not happening?<br>• How does the district address systemic issues it does not directly control?<br><br>**What tables noticed on the Dashboard**<br>• **Graduation Rate (whole group):** a certificate of completion counts as a non-graduate, which affects the overall rate. Students now must graduate or complete before moving into an adult transition program.<br>• **English Language Arts:** English learners are significantly below standard. Members asked what English learner supports exist in middle school compared with high school, and suggested a co-teaching model in which general education, English learner, and special education teachers work together in one classroom.<br>• **Mathematics:** all students are Orange, down 2.4 points. English learners (Orange, down 7.1), long-term English learners (Red, down 13.4), low-income students (Orange, down 3.6), and foster youth (Red, down 13.6) all declined. The table noted that the districtwide indicator does not show which grade levels are behind and asked, "Where should we push budget?" The discussion identified 4th grade as a consistent low point at nearly every school, with a suggestion to focus intervention on upper elementary (grades 4 and 5) and middle school.<br>• **Suspension Rate:** all students are Yellow at 2.9% (maintained). English learners and low-income students are Yellow; long-term English learners are Orange (increased). Foster youth (9.1%, up 1.8 points) and African American students (8.3%, up 2.4 points) are Red. The table flagged foster youth and African American students as the groups with the highest increase and asked about supports for them, in the context of an increased focus on restorative |

| | |
|---|---|
| | practices on campuses. Members noted the indicator does not show students suspended more than once.<br>• **College/Career:** all students are Green at 65.9% prepared, up 3.1 points; long-term English learners are Yellow. Most student groups are on track, but some are still behind. There are multiple ways for students to meet this indicator, including CTE pathways, internships, and A-G courses.<br>**Reflections and questions for follow-up**<br>• Could LCAP funds support career coaches or peer mentors? Could there be a CTE pathway in leadership?<br>• Workforce Innovation and Opportunity Act (WIOA) funds support paid work experience for homeless, foster, and low-income youth ages 16 and older. Members proposed that schools apply for WIOA funds and use career coaches and school sites to run paid leadership programs for at-risk students, and asked why it is hard to sign up for WIOA services.<br>• Mathematics: are we falling short in elementary or middle school?<br>• How do students show they are college and career ready, and what are all the ways?<br>• Why isn't special education in the LCAP? |
| **District follow-up** | • Bring members' questions to the November 19 meeting, a panel of district program leads. Sonya Balingit, the district's English learner and multilingual lead, will attend to address English learner supports. Members can submit questions in advance through their table notes, by email, or through the link sent with this summary.<br>• Share the list of ways students can meet the College/Career indicator, after confirming it is current for this year.<br>• Community Zoom Forum: Monday, November 2, 2026, 5:30 to 6:30 pm, open to all. An LCAP overview with questions and answers; the link will be shared publicly. Members are encouraged to spread the word.<br>• Add the needs and ideas from tonight to the Identified Needs and Ideas posters the PAC builds on all season.<br>• Post the meeting summary and materials on the LCAP webpage by the end of the day on the Tuesday following each meeting. |
| **Adjournment** | **Meeting ended:** 6:45 pm<br>**Next meeting:** Thursday, November 19, 2026, 5:00 to 6:45 pm (doors open 4:45 pm), District Board Room |

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

**Prepared by:** Kristi Hubbard **Date:** October 30, 2026

REDLANDS USD • LCAP PARENT ADVISORY COMMITTEE

# Meeting Agenda

**Thursday, October 22, 2026 • 5:00 to 6:45 p.m. • District Board Room**

> Tonight we will share the student needs and questions we did not reach on October 1, then explore the 2026 California School Dashboard together to deepen our understanding of those needs as we prepare for the 2027–28 plan and the next three-year cycle.

1. **Welcome**
2. **Public comment**
   Opportunity for members of the public to address matters within the PAC's responsibility.
3. **Following up from October 1**
   Responses to member questions and review of shared commitments.
4. **Student needs and questions**
   Table discussion of student needs and questions to inform the 2027–28 plan and the next three-year cycle, carried over from October 1.
5. **Reading the 2026 California School Dashboard**
   Whole-group review of the Graduation Rate indicator for all students, English learners, low-income students, and foster youth.
6. **Break**
7. **Exploring Dashboard indicators**
   Table review of the English language arts, mathematics, chronic absenteeism, suspension rate, and college/career indicators.
8. **Reflections and next steps**
   Share discussion themes, identify follow-up, and preview the November 19 meeting.
9. **Adjournment**

REDLANDS USD • COMITÉ ASESOR DE PADRES LCAP

# Agenda de la Reunión

**jueves, 22 de octubre de 2026 • 5:00 a 6:45 p.m. • Salón de reuniones del distrito**

> Esta noche compartiremos las necesidades y preguntas de los estudiantes que no pudimos responder el 1 de octubre y, a continuación, analizaremos juntos el «California School Dashboard» de 2026 para profundizar nuestra comprensión de dichas necesidades mientras nos preparamos para el plan 2027-28 y el próximo ciclo trienal.

1. **Bienvenida**
2. **Comentarios del público**
   Oportunidad para que los integrantes del público aborden asuntos que sean de la competencia del comité asesor de padres.
3. **Seguimiento de la sesión del 1 de octubre**
   Respuestas a las preguntas de los integrantes y revisión de los compromisos acordados.
4. **Necesidades y preguntas de los estudiantes**
   Conversación en mesa redonda acerca de las necesidades y preguntas de los estudiantes para orientar el plan 2027-28 y el próximo ciclo trienal, tema pendiente desde el 1 de octubre.
5. **Análisis del «California School Dashboard» de 2026.**
   Revisión en grupo del indicador de la tasa de graduación para todos los estudiantes, los estudiantes aprendices de inglés, los estudiantes de bajos ingresos y los jóvenes en hogares de crianza (foster).
6. **Descanso**
7. **Exploración de los indicadores del panel de control (Dashboard)**
   Análisis en forma de tabla de los indicadores de lenguaje y literatura en inglés, matemáticas, ausentismo crónico, tasa de expulsiones e indicadores relacionados con la universidad y la carrera profesional.
8. **Reflexiones y próximos pasos**
   Compartir los temas de conversación, identificar las acciones de seguimiento y avance de la reunión del 19 de noviembre.
9. **Clausura**

# Indicators and LCAP Actions

Which actions each Dashboard indicator helps measure • 2026–27 LCAP

Every LCAP action lists the metrics the district uses to judge whether it is working. This sheet shows which actions list each Dashboard indicator, districtwide, as one of those metrics. School-level metrics are not shown.

| Dashboard indicator (LCAP metric) | LCAP actions that use it as a measure |
|---|---|
| **Chronic Absenteeism**<br>M1.2 | 1.1 Tiered Social-Emotional and Mental Health Supports<br>1.4 Comprehensive School Counseling Program<br>1.7 Parent & Community Involvement<br>1.12 Health & Wellness Services<br>1.13 Targeted Attendance Support<br>1.14 Targeted Enrollment Support<br>3.4 Access and Opportunities<br>3.5 Enhanced Facilities Projects<br>3.6 Transportation |
| **Suspension Rate**<br>M1.20 | 1.2 Positive Behavior Supports<br>1.3 Restorative Practices |
| **English Language Arts and Mathematics**<br>M2.1 | 1.4 Comprehensive School Counseling Program<br>1.6 Student Study Teams<br>2.1 Professional Development to Support Implementation of State Standards<br>2.2 Tiered Academic Support Staff<br>2.3 Tiered Literacy Supports<br>2.6 Supplemental Instructional Supports<br>2.10 Instructional Technology and Innovation<br>3.1 Recruitment and Retention of Qualified Staff<br>3.2 New Teacher Support Program<br>3.3 Access to Internet and/or Devices<br>3.4 Access and Opportunities |
| **Science (CAST)**<br>M2.12 | 1.6 Student Study Teams<br>2.1 Professional Development to Support Implementation of State Standards<br>2.2 Tiered Academic Support Staff<br>2.3 Tiered Literacy Supports<br>2.6 Supplemental Instructional Supports<br>2.10 Instructional Technology and Innovation<br>3.4 Access and Opportunities |
| **Graduation Rate**<br>M2.21 | 1.5 Comprehensive School Counseling: Targeted Supports<br>2.7 Advancement Via Individual Determination (AVID)<br>2.8 College and Career Readiness Programs<br>2.9 Summer School/Credit Recovery |
| **College/Career**<br>M2.25 | 1.5 Comprehensive School Counseling: Targeted Supports<br>1.9 Career Technical Education (CTE)<br>2.7 Advancement Via Individual Determination (AVID)<br>2.8 College and Career Readiness Programs<br>2.9 Summer School/Credit Recovery<br>3.4 Access and Opportunities |
| **English Learner Progress (ELPI)**<br>M2.13 | 2.4 Tiered Academic Supports for Multilingual Students<br>2.5 English Learner Programs<br>3.4 Access and Opportunities |

Source: metrics listed in each action of the 2026–27 LCAP. Actions with no listed metrics (2.11 Targeted Special Education Supports, 2.12 Expanded Learning Opportunities Program) are not shown.

REDLANDS USD • LCAP PARENT ADVISORY COMMITTEE

# Reading the Dashboard

October 22, 2026 • A guide to keep

## What the Dashboard is

The California School Dashboard (caschooldashboard.org) is the state's public report on how districts and schools are doing on a set of measures called indicators. The LCAP uses Dashboard results to identify student needs and to measure progress. It shows results, not reasons, so we bring our questions and experiences alongside the data.

## Reading a color

Each indicator gives a performance level, shown as one of five colors. From lowest to highest: Red, Orange, Yellow, Green, Blue.

A color combines two things. Status is how students did this year. Change is how this year compares with last year. Two student groups can have the same status but different colors if one improved and the other declined. For chronic absenteeism and suspension, a lower rate is better. Small student groups may show results without a color. The LCAP must address every lowest performance level (Red): for district student groups, for schools, and for student groups within a school.

## The student groups we focus on

LCAP funds (Supplemental and Concentration funding) carry a specific obligation to English learners, students from low-income families, and foster youth. On the Dashboard, students from low-income families are listed as "socioeconomically disadvantaged." Long-term English learners are also shown as their own group.

## The indicators we explore tonight

| Indicator | What it measures | Who it covers |
|---|---|---|
| **Graduation Rate** | Percent of students who earn a regular high school diploma | High school |
| **English Language Arts** | How far, on average, scores on state tests are from the grade-level standard | Grades 3–8, 11 |
| **Mathematics** | How far, on average, scores on state tests are from the grade-level standard | Grades 3–8, 11 |
| **Chronic Absenteeism** | Percent of students absent 10 percent or more of their enrolled days | Grades K–8 |
| **Suspension Rate** | Percent of students suspended at least once | All grades |
| **College/Career** | Percent of graduates prepared for college or career, through measures such as A–G courses and CTE pathways | Graduates |

## New on the 2026 Dashboard

Growth in English language arts and math: a growth level shows how much individual students grew on state tests from one year to the next. The lowest level is minimal growth. Science: results on the state science test (CAST) now receive a performance level, so science can be Red too. Both must be reflected in the LCAP where they apply.

## Finding Redlands Unified, or a school, on a Chromebook

1. Go to caschooldashboard.org. 2. Search for Redlands Unified, or for a school by name. 3. Make sure the 2026 Dashboard is selected. 4. Choose an indicator, then open its details to see each student group.

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

REDLANDS USD • LCAP PARENT ADVISORY COMMITTEE

# Table Conversations

Meeting 2 • October 22, 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 Student needs and questions for the next plan

*We did not reach this conversation on October 1, so it opens tonight. These are the questions emailed to you. 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.

## 2 Exploring a Dashboard indicator

*Your table will explore one indicator on a Chromebook. Look at all students first, then English learners, low-income students, and foster youth. Record what you find on page 2 of your Table Record.*

- What color and status do all students have? What about English learners, low-income students, and foster youth?
- Where is the biggest difference between groups? Is it getting better or worse (the change)?
- Does this connect to a question our table raised tonight?
- What does this indicator not tell us that we would want to know?

> **Bring forward:** One thing the data shows and one question it raises. Share both aloud.

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

# Graduation Rate

2026 California School Dashboard • Redlands Unified • Whole group

## What it measures

Percent of students who earn a regular high school diploma.

## Results by student group

| Student group | Color | Status | Change |
|---|---|---|---|
| **All students** | Green | 93.5% | +1.3 (Increased) |
| **English learners** | Green | 84.9% | +1.8 (Increased) |
| **Long-term English learners** | Green | 84.7% | +3.4 (Increased) |
| **Socioeconomically disadvantaged (low-income)** | Green | 92.8% | +1.3 (Increased) |
| **Foster youth** | No color | 77.8% | +19.4 (Increased Significantly) |

## Other student groups or schools at the lowest level (Red)

**Districtwide:** none.

**At schools:** none.

Status is how students did this year. Change is how this year compares with last year. The color (performance level) combines both. No color means fewer than 30 students or no prior-year result.

Source: caschooldashboard.org, 2026 Dashboard, pulled October 15, 2026. Use this page if a Chromebook or WiFi is not available.

# English Language Arts

2026 California School Dashboard • Redlands Unified • Table 1

## What it measures

How far, on average, students scored from the lowest score for Level 3 (Proficient) on state tests (grades 3–8 and 11). This is called Distance from Proficiency.

## Results by student group

| Student group | Color | Status | Change |
|---|---|---|---|
| **All students** | Yellow | 0.1 points below Proficient | 0 (Maintained) |
| **English learners** | Orange | 53.2 points below Proficient | -1.7 (Maintained) |
| **Long-term English learners** | Red | 107.1 points below Proficient | -6.8 (Declined) |
| **Socioeconomically disadvantaged (low-income)** | Orange | 23.5 points below Proficient | +0.6 (Maintained) |
| **Foster youth** | Yellow | 46.2 points below Proficient | +20.4 (Increased Significantly) |

## Other student groups or schools at the lowest level (Red)

**Districtwide:** students with disabilities (86.7 points below Proficient).

**At schools (17 Red results at 11 schools):** Arroyo Verde Elementary (students with disabilities); Beattie Middle (long-term English learners); Bryn Mawr Elementary (students with disabilities); Clement Middle (English learners, long-term English learners, students with disabilities); Cope Middle (homeless, students with disabilities); Crafton Elementary (students with disabilities); Judson & Brown Elementary (students with disabilities); Lugonia Elementary (English learners, students with disabilities); Mentone Elementary (students with disabilities); Moore Middle (English learners, long-term English learners, students with disabilities); Redlands East Valley High (students with disabilities).

Status is how students did this year. Change is how this year compares with last year. The color (performance level) combines both.

Source: caschooldashboard.org, 2026 Dashboard, pulled October 15, 2026. Use this page if a Chromebook or WiFi is not available.

# Mathematics

2026 California School Dashboard • Redlands Unified • Table 2

## What it measures

How far, on average, students scored from the lowest score for Level 3 (Proficient) on state tests (grades 3–8 and 11). This is called Distance from Proficiency.

## Results by student group

| Student group | Color | Status | Change |
|---|---|---|---|
| **All students** | Orange | 41.2 points below Proficient | -2.4 (Maintained) |
| **English learners** | Orange | 86.4 points below Proficient | -7.1 (Declined) |
| **Long-term English learners** | Red | 166.4 points below Proficient | -13.4 (Declined) |
| **Socioeconomically disadvantaged (low-income)** | Orange | 66.8 points below Proficient | -3.6 (Declined) |
| **Foster youth** | Red | 118.5 points below Proficient | -13.6 (Declined) |

## Other student groups or schools at the lowest level (Red)

**Districtwide:** students with disabilities (127.8 points below Proficient).

**At schools (24 Red results at 14 schools):** Arroyo Verde Elementary (students with disabilities); Beattie Middle (English learners, long-term English learners); Bryn Mawr Elementary (students with disabilities); Citrus Valley High (students with disabilities); Clement Middle (African American, English learners, long-term English learners, students with disabilities); Cope Middle (homeless, long-term English learners, students with disabilities); Crafton Elementary (students with disabilities); Kingsbury Elementary (students with disabilities); Lugonia Elementary (English learners, students with disabilities); Mentone Elementary (students with disabilities); Mission Elementary (students with disabilities); Moore Middle (African American, English learners, long-term English learners, students with disabilities); Orangewood High (Continuation) (Hispanic); Redlands Senior High (English learners).

Status is how students did this year. Change is how this year compares with last year. The color (performance level) combines both.

Source: caschooldashboard.org, 2026 Dashboard, pulled October 15, 2026. Use this page if a Chromebook or WiFi is not available.

# Chronic Absenteeism

2026 California School Dashboard • Redlands Unified • Table 3

## What it measures

Percent of students in grades K–8 absent 10 percent or more of the days they were enrolled. A lower rate is better.

## Results by student group

| Student group | Color | Status | Change |
|---|---|---|---|
| **All students** | Yellow | 19.5% | -0.9 (Declined) |
| **English learners** | Red | 20.6% | -0.1 (Maintained) |
| **Long-term English learners** | Red | 30.2% | +0.1 (Maintained) |
| **Socioeconomically disadvantaged (low-income)** | Orange | 24.8% | -1.3 (Declined) |
| **Foster youth** | Orange | 29.3% | -4 (Declined) |

## Other student groups or schools at the lowest level (Red)

**Districtwide:** homeless (37.4%); African American (29.8%); Pacific Islander (40.8%).

**At schools (51 Red results at 15 schools):** Arroyo Verde Elementary (African American); Beattie Middle (African American, homeless, long-term English learners); Clement Middle (all students, English learners, Hispanic, homeless, long-term English learners, low-income, students with disabilities); Cope Middle (African American, all students, English learners, Hispanic, homeless, long-term English learners, low-income, White); Cram Elementary (Hispanic, students with disabilities); Franklin Elementary (English learners, Hispanic, students with disabilities, White); Kimberly Elementary (Hispanic); Kingsbury Elementary (all students, two or more races); Lugonia Elementary (African American, English learners, students with disabilities); Mariposa Elementary (Hispanic); Mentone Elementary (all students, Hispanic, low-income, students with disabilities, White); Mission Elementary (African American, all students, English learners, Hispanic, low-income, students with disabilities, White); Moore Middle (African American, White); Smiley Elementary (Asian); Victoria Elementary (all students, Hispanic, low-income, students with disabilities).

Status is how students did this year. Change is how this year compares with last year. The color (performance level) combines both.

Source: caschooldashboard.org, 2026 Dashboard, pulled October 15, 2026. Use this page if a Chromebook or WiFi is not available.

# Suspension Rate

2026 California School Dashboard • Redlands Unified • Table 4

## What it measures

Percent of students suspended at least once. A lower rate is better.

## Results by student group

| Student group | Color | Status | Change |
|---|---|---|---|
| **All students** | Yellow | 2.9% | -0.1 (Maintained) |
| **English learners** | Yellow | 3.1% | +0.2 (Maintained) |
| **Long-term English learners** | Orange | 6% | +0.4 (Increased) |
| **Socioeconomically disadvantaged (low-income)** | Yellow | 3.7% | -0.1 (Maintained) |
| **Foster youth** | Red | 9.1% | +1.8 (Increased) |

## Other student groups or schools at the lowest level (Red)

**Districtwide:** African American (8.3%).

**At schools (15 Red results at 6 schools):** Bryn Mawr Elementary (African American); Clement Middle (African American, English learners, homeless, long-term English learners, students with disabilities); Cope Middle (African American, low-income, students with disabilities); Kingsbury Elementary (African American, all students, two or more races, students with disabilities); Moore Middle (African American); Redlands East Valley High (African American).

Status is how students did this year. Change is how this year compares with last year. The color (performance level) combines both.

Source: caschooldashboard.org, 2026 Dashboard, pulled October 15, 2026. Use this page if a Chromebook or WiFi is not available.

# College/Career

2026 California School Dashboard • Redlands Unified • Table 5

## What it measures

Percent of graduates prepared for college or a career, through measures such as A–G courses and career technical education (CTE) pathways.

## Results by student group

| Student group | Color | Status | Change |
|---|---|---|---|
| **All students** | Green | 65.9% | +3.1 (Increased) |
| **English learners** | Green | 38.1% | +8.5 (Increased) |
| **Long-term English learners** | Yellow | 31.8% | +6 (Increased) |
| **Socioeconomically disadvantaged (low-income)** | Green | 61.8% | +4.8 (Increased) |
| **Foster youth** | No color | 37.5% | +12.5 (Increased) |

## Other student groups or schools at the lowest level (Red)

**Districtwide:** none.

**At schools (3 Red results at 1 school):** Orangewood High (Continuation) (all students, Hispanic, low-income).

Status is how students did this year. Change is how this year compares with last year. The color (performance level) combines both. No color means fewer than 30 students or no prior-year result.

Source: caschooldashboard.org, 2026 Dashboard, pulled October 15, 2026. Use this page if a Chromebook or WiFi is not available.

# District at a Glance

All Students results on each state indicator, with each student group's 2026 performance color. Each cell shows the group's status. English Learner Progress applies to English learners only.



| Student group | ELA | Math | ELPI | Chronic Abs. | Suspension | Grad Rate | College/Career | Science |
|---|---|---|---|---|---|---|---|---|
| All Students | -0.1 | -41.2 | – | 19.5% | 2.9% | 93.5% | 65.9% | 53.8 |
| English Learners | -53.2 | -86.4 | 53.8% | **20.6%** | 3.1% | 84.9% | 38.1% | 42.5 |
| Long-Term English Learners | **-107.1** | **-166.4** | 61.8% | **30.2%** | 6.0% | 84.7% | 31.8% | **32.5** |
| Foster Youth | -46.2 | **-118.5** | – | 29.3% | **9.1%** | 77.8% | 37.5% | 35.6 |
| Homeless | -32.3 | -83.7 | – | **37.4%** | 5.4% | 90.3% | 55.6% | 48.8 |
| Socioeconomically Disadvantaged | -23.5 | -66.8 | – | 24.8% | 3.7% | 92.8% | 61.8% | 49.1 |
| Students with Disabilities | **-86.7** | **-127.8** | – | 28.4% | 4.8% | 78.2% | 30.5% | 38.0 |
| African American | -29.6 | -83.9 | – | **29.8%** | **8.3%** | 90.8% | 44.0% | 45.4 |
| American Indian | -36.3 | -88.2 | – | 36.7% | 0.0% | * | * | * |
| Asian | +52.0 | +30.0 | – | 8.3% | 1.0% | 91.7% | 82.6% | 65.5 |
| Filipino | +60.5 | +11.9 | – | 8.6% | 0.5% | 94.9% | 89.7% | 68.2 |
| Hispanic | -20.4 | -64.2 | – | 22.7% | 3.1% | 93.1% | 60.0% | 49.2 |
| Pacific Islander | -26.3 | -67.4 | – | **40.8%** | 1.5% | * | * | 51.6 |
| Two or More Races | +20.1 | -22.5 | – | 13.2% | 2.6% | 94.5% | 72.6% | 60.1 |
| White | +32.3 | -4.9 | – | 12.7% | 1.8% | 94.8% | 72.8% | 60.2 |

Performance colors: Red · Orange · Yellow · Green · Blue · No Color

Source: CDE 2026 California School Dashboard data files, Redlands Unified districtwide (CDS 36678430000000). No Color: too few students for a color, or no prior-year result. * Fewer than 11 students.

# English Language Arts

How far students in grades 3–8 and 11 scored, on average, from the Standard Met level on the state ELA tests (distance from standard).

**Redlands Unified School District**
District at a Glance

| | STATUS | CHANGE | 2025 | STUDENTS |
|---|---|---|---|---|
| Yellow<br>All Students | **-0.1**<br>Medium · points from standard | ■ **0.0**<br>Maintained | **-0.2**<br>Yellow | **9,206**<br>Higher is better |

| STUDENT GROUP | 2026 COLOR | STATUS | CHANGE FROM 2025 | STUDENTS | 2025 COLOR |
|---|---|---|---|---|---|
| **All Students** | Yellow | **-0.1** Medium | ■ **0.0** Maintained | **9,206** | Yellow |
| English Learners | Orange | -53.2 Low | ▼ 1.7 Maintained | 1,050 | Yellow |
| Long-Term English Learners | Red | -107.1 Very Low | ▼ 6.8 Declined | 192 | Red |
| Foster Youth | Yellow | -46.2 Low | ▲ 20.4 Increased Significantly | 42 | Yellow |
| Homeless | Orange | -32.3 Low | ▼ 4.6 Declined | 330 | Orange |
| Socioeconomically Disadvantaged | Orange | -23.5 Low | ▲ 0.6 Maintained | 6,095 | Orange |
| Students with Disabilities | Red | -86.7 Very Low | ▼ 1.5 Maintained | 1,615 | Orange |
| African American | Yellow | -29.6 Low | ▲ 5.9 Increased | 540 | Yellow |
| American Indian | No Color | -36.3 Low | ▼ 27.8 Declined Significantly | 18 | No Color |
| Asian | Green | +52.0 Very High | ▼ 9.7 Declined | 660 | Green |
| Filipino | Green | +60.5 Very High | ▼ 5.0 Declined | 192 | Blue |
| Hispanic | Orange | -20.4 Low | ▲ 0.9 Maintained | 5,307 | Orange |
| Pacific Islander | Yellow | -26.3 Low | ▲ 13.6 Increased | 34 | No Color |
| Two or More Races | Green | +20.1 High | ▼ 5.6 Declined | 450 | Green |
| White | Green | +32.3 High | ▲ 0.2 Maintained | 1,602 | Green |

Student groups: 2 Red · 4 Orange · 3 Yellow · 4 Green · 1 No Color

### NEEDS ATTENTION (RED OR ORANGE)

- Long-Term English Learners (Red, -107.1)
- Students with Disabilities (Red, -86.7)
- English Learners (Orange, -53.2)
- Homeless (Orange, -32.3)
- Socioeconomically Disadvantaged (Orange, -23.5)
- Hispanic (Orange, -20.4)

### BRIGHT SPOTS (GREEN, BLUE, OR INCREASED SIGNIFICANTLY)

- Asian (Green, +52.0)
- Filipino (Green, +60.5)
- Two or More Races (Green, +20.1)
- White (Green, +32.3)
- Foster Youth (Yellow, -46.2)

Source: CDE 2026 California School Dashboard data files, Redlands Unified districtwide (CDS 36678430000000). No Color: too few students for a color, or no prior-year result. * Fewer than 11 students.

# Mathematics

How far students in grades 3–8 and 11 scored, on average, from the Standard Met level on the state math tests (distance from standard).

**Redlands Unified School District**
District at a Glance

| Orange | STATUS | CHANGE | 2025 | STUDENTS |
|---|---|---|---|---|
| All Students | -41.2 | ▼ 2.4 | -38.8 | 9,131 |
| | Low · points from standard | Maintained | Orange | Higher is better |

| STUDENT GROUP | 2026 COLOR | STATUS | CHANGE FROM 2025 | STUDENTS | 2025 COLOR |
|---|---|---|---|---|---|
| **All Students** | Orange | -41.2 Low | ▼ 2.4 Maintained | 9,131 | Orange |
| English Learners | Orange | -86.4 Low | ▼ 7.1 Declined | 1,040 | Yellow |
| Long-Term English Learners | Red | -166.4 Very Low | ▼ 13.4 Declined | 191 | Red |
| Foster Youth | Red | -118.5 Very Low | ▼ 13.6 Declined | 42 | Orange |
| Homeless | Orange | -83.7 Low | ▼ 10.0 Declined | 329 | Orange |
| Socioeconomically Disadvantaged | Orange | -66.8 Low | ▼ 3.6 Declined | 6,034 | Orange |
| Students with Disabilities | Red | -127.8 Very Low | ▼ 8.3 Declined | 1,611 | Red |
| African American | Orange | -83.9 Low | ▲ 0.5 Maintained | 538 | Orange |
| American Indian | No Color | -88.2 Low | ▼ 13.0 Declined | 18 | No Color |
| Asian | Green | +30.0 High | ▼ 9.7 Declined | 656 | Green |
| Filipino | Green | +11.9 High | ▼ 13.9 Declined | 194 | Green |
| Hispanic | Orange | -64.2 Low | ▼ 1.4 Maintained | 5,256 | Orange |
| Pacific Islander | Orange | -67.4 Low | ▼ 9.6 Declined | 35 | No Color |
| Two or More Races | Yellow | -22.5 Medium | ▼ 6.1 Declined | 445 | Yellow |
| White | Yellow | -4.9 Medium | ▼ 3.0 Declined | 1,587 | Yellow |

Student groups: 3 Red · 6 Orange · 2 Yellow · 2 Green · 1 No Color

### NEEDS ATTENTION (RED OR ORANGE)

- Long-Term English Learners (Red, -166.4)
- Foster Youth (Red, -118.5)
- Students with Disabilities (Red, -127.8)
- English Learners (Orange, -86.4)
- Homeless (Orange, -83.7)
- Socioeconomically Disadvantaged (Orange, -66.8)
- African American (Orange, -83.9)
- Hispanic (Orange, -64.2)
- Pacific Islander (Orange, -67.4)

### BRIGHT SPOTS (GREEN, BLUE, OR INCREASED SIGNIFICANTLY)

- Asian (Green, +30.0)
- Filipino (Green, +11.9)

Source: CDE 2026 California School Dashboard data files, Redlands Unified districtwide (CDS 36678430000000). No Color: too few students for a color, or no prior-year result. * Fewer than 11 students.

# English Learner Progress

Percentage of English learners making progress toward English language proficiency, as measured by the Summative ELPAC.

**Redlands Unified School District**
District at a Glance

| | STATUS | CHANGE | 2025 | STUDENTS |
|---|---|---|---|---|
| Green<br>English Learners | **53.8%**<br>Medium · making progress | ▲ **4.1**<br>Increased | **49.7%**<br>Yellow | **999**<br>Higher is better |

| STUDENT GROUP | 2026 COLOR | STATUS | CHANGE FROM 2025 | STUDENTS | 2025 COLOR |
|---|---|---|---|---|---|
| **English Learners** | Green | **53.8%** Medium | ▲ **4.1** Increased | **999** | Yellow |
| Long-Term English Learners | Green | 61.8% High | ▲ 0.3 Maintained | 374 | Yellow |

**Student groups:** 1 Green

**NEEDS ATTENTION (RED OR ORANGE)**

None

**BRIGHT SPOTS (GREEN, BLUE, OR INCREASED SIGNIFICANTLY)**

- Long-Term English Learners (Green, 61.8%)

Source: CDE 2026 California School Dashboard data files, Redlands Unified districtwide (CDS 36678430000000). No Color: too few students for a color, or no prior-year result. * Fewer than 11 students.

# Chronic Absenteeism

Percentage of students in grades K–8 absent for 10% or more of the instructional days they were enrolled. Lower is better.

**Redlands Unified School District**
District at a Glance

| | STATUS | CHANGE | 2025 | STUDENTS |
|---|---|---|---|---|
| Yellow<br>All Students | **19.5%**<br>High · chronically absent | ▼ **0.9**<br>Declined | **20.4%**<br>Red | **13,036**<br>Lower is better |

| STUDENT GROUP | 2026 COLOR | STATUS | CHANGE FROM 2025 | STUDENTS | 2025 COLOR |
|---|---|---|---|---|---|
| **All Students** | Yellow | **19.5%** High | ▼ **0.9** Declined | **13,036** | Red |
| English Learners | Red | 20.6% Very High | ▼ 0.1 Maintained | 1,115 | Orange |
| Long-Term English Learners | Red | 30.2% Very High | ▲ 0.1 Maintained | 182 | Red |
| Foster Youth | Orange | 29.3% Very High | ▼ 4.0 Declined | 116 | Orange |
| Homeless | Red | 37.4% Very High | ▲ 0.6 Increased | 433 | Red |
| Socioeconomically Disadvantaged | Orange | 24.8% Very High | ▼ 1.3 Declined | 8,855 | Red |
| Students with Disabilities | Orange | 28.4% Very High | ▼ 2.0 Declined | 2,627 | Red |
| African American | Red | 29.8% Very High | ▲ 0.5 Increased | 822 | Red |
| American Indian | No Color | 36.7% Very High | ▼ 2.6 Declined | 30 | No Color |
| Asian | Orange | 8.3% Medium | ▲ 1.2 Increased | 859 | Green |
| Filipino | Yellow | 8.6% Medium | ▲ 0.3 Maintained | 245 | Green |
| Hispanic | Orange | 22.7% Very High | ▼ 1.5 Declined | 7,706 | Red |
| Pacific Islander | Red | 40.8% Very High | ▲ 5.7 Increased | 49 | Red |
| Two or More Races | Yellow | 13.2% High | ▼ 4.8 Declined Significantly | 1,171 | Yellow |
| White | Orange | 12.7% High | ▲ 0.4 Maintained | 2,154 | Orange |

**Student groups:** 5 Red · 6 Orange · 2 Yellow · 1 No Color

### NEEDS ATTENTION (RED OR ORANGE)

- English Learners (Red, 20.6%)
- Long-Term English Learners (Red, 30.2%)
- Homeless (Red, 37.4%)
- African American (Red, 29.8%)
- Pacific Islander (Red, 40.8%)
- Foster Youth (Orange, 29.3%)
- Socioeconomically Disadvantaged (Orange, 24.8%)
- Students with Disabilities (Orange, 28.4%)
- Asian (Orange, 8.3%)
- Hispanic (Orange, 22.7%)
- White (Orange, 12.7%)

### BRIGHT SPOTS (GREEN, BLUE, OR INCREASED SIGNIFICANTLY)

- Two or More Races (Yellow, 13.2%)

Source: CDE 2026 California School Dashboard data files, Redlands Unified districtwide (CDS 36678430000000). No Color: too few students for a color, or no prior-year result. * Fewer than 11 students.

# Suspension Rate

Percentage of students suspended at least once during the school year. Lower is better.

**Redlands Unified School District**
District at a Glance

| Yellow | STATUS | CHANGE | 2025 | STUDENTS |
|---|---|---|---|---|
| All Students | **2.9%** | **▼ 0.1** | **3.0%** | **20,105** |
| | Medium · suspended | Maintained | Yellow | Lower is better |

| STUDENT GROUP | 2026 COLOR | STATUS | CHANGE FROM 2025 | STUDENTS | 2025 COLOR |
|---|---|---|---|---|---|
| **All Students** | Yellow | **2.9%** Medium | **▼ 0.1** Maintained | **20,105** | Yellow |
| English Learners | Yellow | 3.1% Medium | ▲ 0.2 Maintained | 1,527 | Green |
| Long-Term English Learners | Orange | 6.0% High | ▲ 0.4 Increased | 431 | Yellow |
| Foster Youth | Red | 9.1% Very High | ▲ 1.8 Increased | 187 | Yellow |
| Homeless | Orange | 5.4% High | ▲ 1.3 Increased | 828 | Green |
| Socioeconomically Disadvantaged | Yellow | 3.7% Medium | ▼ 0.1 Maintained | 13,416 | Green |
| Students with Disabilities | Yellow | 4.8% High | ▼ 0.9 Declined | 3,696 | Yellow |
| African American | Red | 8.3% Very High | ▲ 2.4 Increased Significantly | 1,273 | Yellow |
| American Indian | Blue | 0.0% Very Low | ▼ 9.8 Declined | 44 | Red |
| Asian | Blue | 1.0% Very Low | ▼ 0.1 Maintained | 1,430 | Green |
| Filipino | Blue | 0.5% Very Low | ▼ 0.4 Declined | 404 | Blue |
| Hispanic | Green | 3.1% Medium | ▼ 0.3 Declined | 11,607 | Yellow |
| Pacific Islander | Green | 1.5% Low | ▼ 0.9 Declined | 67 | Green |
| Two or More Races | Green | 2.6% Medium | ▼ 1.2 Declined | 1,761 | Yellow |
| White | Green | 1.8% Low | ▲ 0.1 Maintained | 3,519 | Green |

Student groups: 2 Red · 2 Orange · 3 Yellow · 4 Green · 3 Blue

### NEEDS ATTENTION (RED OR ORANGE)

- Foster Youth (Red, 9.1%)
- African American (Red, 8.3%)
- Long-Term English Learners (Orange, 6.0%)
- Homeless (Orange, 5.4%)

### BRIGHT SPOTS (GREEN, BLUE, OR INCREASED SIGNIFICANTLY)

- American Indian (Blue, 0.0%)
- Asian (Blue, 1.0%)
- Filipino (Blue, 0.5%)
- Hispanic (Green, 3.1%)
- Pacific Islander (Green, 1.5%)
- Two or More Races (Green, 2.6%)
- White (Green, 1.8%)

Source: CDE 2026 California School Dashboard data files, Redlands Unified districtwide (CDS 36678430000000). No Color: too few students for a color, or no prior-year result. * Fewer than 11 students.

# Graduation Rate

Percentage of students in the graduation cohort who earned a regular high school diploma.

**Redlands Unified School District**
District at a Glance

| Green | STATUS | CHANGE | 2025 | STUDENTS |
|---|---|---|---|---|
| All Students | **93.5%** | ▲ **1.3** | **92.2%** | **1,579** |
| | High · graduated | Increased | Green | Higher is better |

| STUDENT GROUP | 2026 COLOR | STATUS | CHANGE FROM 2025 | STUDENTS | 2025 COLOR |
|---|---|---|---|---|---|
| **All Students** | Green | **93.5%** High | ▲ **1.3** Increased | **1,579** | Green |
| English Learners | Green | 84.9% Medium | ▲ 1.8 Increased | 119 | Green |
| Long-Term English Learners | Green | 84.7% Medium | ▲ 3.4 Increased | 85 | Green |
| Foster Youth | No Color | 77.8% Low | ▲ 19.4 Increased Significantly | 18 | No Color |
| Homeless | Orange | 90.3% Medium | ▼ 1.8 Declined | 226 | Green |
| Socioeconomically Disadvantaged | Green | 92.8% High | ▲ 1.3 Increased | 1,256 | Green |
| Students with Disabilities | Yellow | 78.2% Low | ▲ 8.3 Increased Significantly | 238 | Orange |
| African American | Green | 90.8% High | ▲ 1.9 Increased | 76 | Green |
| American Indian | No Color | * | — No prior-year result | 3 | No Color |
| Asian | Yellow | 91.7% High | ▼ 5.8 Declined Significantly | 132 | Blue |
| Filipino | Green | 94.9% High | ▲ 1.4 Increased | 39 | Yellow |
| Hispanic | Green | 93.1% High | ▲ 2.0 Increased | 883 | Green |
| Pacific Islander | No Color | * | — No prior-year result | 4 | No Color |
| Two or More Races | Green | 94.5% High | ▲ 1.6 Increased | 73 | Green |
| White | Green | 94.8% High | ▲ 1.2 Increased | 306 | Yellow |

**Student groups:** 1 Orange · 2 Yellow · 8 Green · 3 No Color

### NEEDS ATTENTION (RED OR ORANGE)

- Homeless (Orange, 90.3%)

### BRIGHT SPOTS (GREEN, BLUE, OR INCREASED SIGNIFICANTLY)

- English Learners (Green, 84.9%)
- Long-Term English Learners (Green, 84.7%)
- Socioeconomically Disadvantaged (Green, 92.8%)
- African American (Green, 90.8%)
- Filipino (Green, 94.9%)
- Hispanic (Green, 93.1%)
- Two or More Races (Green, 94.5%)
- White (Green, 94.8%)
- Students with Disabilities (Yellow, 78.2%)
- Foster Youth (No Color, 77.8%)

Source: CDE 2026 California School Dashboard data files, Redlands Unified districtwide (CDS 36678430000000). No Color: too few students for a color, or no prior-year result. * Fewer than 11 students.

# College/Career

Percentage of students in the graduation cohort who were Prepared for college or career.

**Redlands Unified School District**
District at a Glance

| Green | STATUS | CHANGE | 2025 | STUDENTS |
|---|---|---|---|---|
| All Students | **65.9%** | ▲ **3.1** | **62.8%** | **1,567** |
| | High · prepared | Increased | Green | Higher is better |

| STUDENT GROUP | 2026 COLOR | STATUS | CHANGE FROM 2025 | STUDENTS | 2025 COLOR |
|---|---|---|---|---|---|
| **All Students** | Green | **65.9%** High | ▲ **3.1** Increased | **1,567** | Green |
| English Learners | Green | 38.1% Medium | ▲ 8.5 Increased | 118 | Yellow |
| Long-Term English Learners | Yellow | 31.8% Low | ▲ 6.0 Increased | 85 | Yellow |
| Foster Youth | No Color | 37.5% Medium | ▲ 12.5 Increased | 16 | No Color |
| Homeless | Green | 55.6% High | ▼ 0.7 Maintained | 225 | Blue |
| Socioeconomically Disadvantaged | Green | 61.8% High | ▲ 4.8 Increased | 1,244 | Green |
| Students with Disabilities | Yellow | 30.5% Low | ▲ 2.3 Increased | 233 | Yellow |
| African American | Orange | 44.0% Medium | ▼ 10.1 Declined | 75 | Green |
| American Indian | No Color | * | — No prior-year result | 3 | No Color |
| Asian | Green | 82.6% Very High | ▼ 2.3 Declined | 132 | Blue |
| Filipino | Blue | 89.7% Very High | ▲ 2.8 Increased | 39 | Blue |
| Hispanic | Green | 60.0% High | ▲ 5.8 Increased | 874 | Green |
| Pacific Islander | No Color | * | — No prior-year result | 3 | No Color |
| Two or More Races | Blue | 72.6% Very High | ▲ 3.6 Increased | 73 | Green |
| White | Blue | 72.8% Very High | ▲ 1.0 Maintained | 305 | Blue |

**Student groups:** 1 Orange · 2 Yellow · 5 Green · 3 Blue · 3 No Color

### NEEDS ATTENTION (RED OR ORANGE)

- African American (Orange, 44.0%)

### BRIGHT SPOTS (GREEN, BLUE, OR INCREASED SIGNIFICANTLY)

- Filipino (Blue, 89.7%)
- Two or More Races (Blue, 72.6%)
- White (Blue, 72.8%)
- English Learners (Green, 38.1%)
- Homeless (Green, 55.6%)
- Socioeconomically Disadvantaged (Green, 61.8%)
- Asian (Green, 82.6%)
- Hispanic (Green, 60.0%)

Source: CDE 2026 California School Dashboard data files, Redlands Unified districtwide (CDS 36678430000000). No Color: too few students for a color, or no prior-year result. * Fewer than 11 students.

# Science

Results on the California Science Test (CAST), taken in grades 5, 8 and once in high school.

**Redlands Unified School District**
District at a Glance

| Yellow<br>All Students | STATUS<br>**53.8**<br>Medium | CHANGE<br>**▼ 0.1**<br>Maintained | 2025<br>**53.9**<br>Yellow | STUDENTS<br>**3,966**<br>Higher is better |
|---|---|---|---|---|

| STUDENT GROUP | 2026 COLOR | STATUS | CHANGE FROM 2025 | STUDENTS | 2025 COLOR |
|---|---|---|---|---|---|
| **All Students** | Yellow | **53.8** Medium | **▼ 0.1** Maintained | **3,966** | Yellow |
| English Learners | Orange | 42.5 Low | ▼ 0.6 Maintained | 417 | Yellow |
| Long-Term English Learners | Red | 32.5 Very Low | ▼ 2.9 Declined | 116 | Orange |
| Foster Youth | No Color | 35.6 Low | ▼ 3.2 Declined | 13 | No Color |
| Homeless | Yellow | 48.8 Medium | ▼ 1.2 Maintained | 207 | Green |
| Socioeconomically Disadvantaged | Yellow | 49.1 Medium | ▲ 0.2 Maintained | 2,625 | Yellow |
| Students with Disabilities | Orange | 38.0 Low | ▼ 2.0 Declined | 639 | Yellow |
| African American | Yellow | 45.4 Medium | ■ 0.0 Maintained | 223 | Yellow |
| American Indian | No Color | * | — No prior-year result | 7 | No Color |
| Asian | Blue | 65.5 Very High | ▼ 1.9 Maintained | 288 | Blue |
| Filipino | Blue | 68.2 Very High | ▼ 0.1 Maintained | 91 | Blue |
| Hispanic | Yellow | 49.2 Medium | ▲ 0.1 Maintained | 2,265 | Yellow |
| Pacific Islander | No Color | 51.6 Medium | ▲ 7.5 Increased Significantly | 17 | No Color |
| Two or More Races | Blue | 60.1 High | ▲ 5.4 Increased Significantly | 191 | Yellow |
| White | Green | 60.2 High | ▼ 1.1 Maintained | 706 | Green |

**Student groups:** 1 Red · 2 Orange · 4 Yellow · 1 Green · 3 Blue · 3 No Color

### NEEDS ATTENTION (RED OR ORANGE)

- Long-Term English Learners (Red, 32.5)
- English Learners (Orange, 42.5)
- Students with Disabilities (Orange, 38.0)

### BRIGHT SPOTS (GREEN, BLUE, OR INCREASED SIGNIFICANTLY)

- Asian (Blue, 65.5)
- Filipino (Blue, 68.2)
- Two or More Races (Blue, 60.1)
- White (Green, 60.2)
- Pacific Islander (No Color, 51.6)

Source: CDE 2026 California School Dashboard data files, Redlands Unified districtwide (CDS 36678430000000). No Color: too few students for a color, or no prior-year result. * Fewer than 11 students.

REDLANDS USD • LCAP PARENT ADVISORY COMMITTEE

# Explore an Indicator

Meeting 2 • October 22, 2026 • **Extra copy for any indicator; keep this page**

**Indicator** _____

**District or school** _____

*Look at all students first, then each student group. Record what you see, not explanations.*

| Student group | Color | Status | Change | Growth (ELA, math) |
|---|---|---|---|---|
| **All students** | | | | |
| **English learners** | | | | |
| **Long-term English learners** | | | | |
| **Socioeconomically disadvantaged (low-income)** | | | | |
| **Foster youth** | | | | |
| **Other group: _____** | | | | |

**Other student groups or schools at the lowest level (Red). The LCAP must address every one.**

**Biggest difference between groups, and whether it is getting better or worse**

**What this indicator does not tell us**

**A question I want answered**

*Turn a question into a Questions for the Panel card, or bring it to November 19.*