



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following:

- (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan.
- (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Phone and Email
Redlands Unified School District	Juan Cabral Superintendent	(909) 307-5300 juan_cabral@redlands.k12.ca.us

Impact to the Budget Overview for Parents

Item	As Adopted in the Budget Overview for Parents	MidYear Update
Total LCFF Funds	\$256,471,662	\$256,048,294
LCFF Supplemental/Concentration Grants	\$45,374,335	\$44,979,036

Goal 1

Goal Description				
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, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.				
Expected Annual Measurable Objectives				
Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
1.1	Attendance Rate: Percentage of students who were present by student group Source: District Data - Analysis of District Aeries Report	Spring 2024 (March 31, 2024) All – 93.4% English Learner – 92.3% Low-Income – 92.6% Foster Youth – 91.0%	Spring 2024 (March 31, 2024) All – 93.4% English Learner – 92.3% Low-Income – 92.6% Foster Youth – 91.0%	All – 97% English Learner – 95% Low-Income – 95% Foster Youth – 94%
1.2	Chronic Absenteeism Rate, District: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 Dashboard ALL – 24% Black/African American – 32.2% Hispanic – 28% Pacific Islander – 49% Multiple Races/Two or More – 23.4% English Learner – 26.4% Foster Youth – 26.1% Homeless Youth – 30.6% Low Income – 29.1% Students with Disabilities – 33.6%	2024 Dashboard ALL: 20.1% Black/African American: 28.2% Hispanic: 23.6% Pacific Islander: 26.5% Multiple Races/Two or More: 19.8% English Learner: 22.1% Long-Term English Learners: 30.2% Foster Youth: 35.7% Homeless Youth: 32.7% Low Income: 25.1% Students with Disabilities: 27.9%	ALL – 15% Black/African American – 20% Hispanic – 20% Pacific Islander – 25% Multiple Races/Two or More – 15% English Learner – 18% Foster Youth – 18% Homeless Youth – 20% Low Income – 20% Students with Disabilities – 25%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
1.3	Chronic Absenteeism Rate, Arroyo Verde: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 18.3% Hispanic - 21.9% English Learner - 38.7% Low Income - 22% Students with Disabilities - 25.5%	2024 CA Dashboard ALL: 15.0% Hispanic: 17.3% English Learner: 21.3% Low Income: 18.7% Students with Disabilities: 21.1%	ALL - 12% Hispanic - 15% English Learner - 24% Low Income - 15% Students with Disabilities - 18%
1.4	Chronic Absenteeism Rate, Bryn Mawr: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 30.4% Hispanic - 37.9% Multiple Races/Two or More - 35.2% White - 28.6% English Learner - 25.8% Homeless Youth- 36.4% Low Income - 36.4% Students with Disabilities - 37.3%	2024 CA Dashboard ALL: 22.2% Hispanic: 30.8% Multiple Races/Two or More: 11.0% White: 15.9% English Learner: 14.8% Homeless Youth: 38.1% Low Income: 27.6% Students with Disabilities: 29.7%	ALL - 20% Hispanic - 28% Multiple Races/Two or More - 28% White - 20% English Learner - 20% Homeless Youth - 28% Low Income - 28% Students with Disabilities - 28%
1.5	Chronic Absenteeism Rate, Cram: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 16.9% Low Income - 23%	2024 CA Dashboard ALL: 9.4% Low Income: 13.3%	ALL - 10% Low Income - 10%
1.6	Chronic Absenteeism Rate, Franklin: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 27.5% Black/African American - 47.9%	2024 CA Dashboard ALL: 24.6% Black/African American: 39.6%	ALL - 20% Black/African American - 30%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
1.7	Chronic Absenteeism Rate, Judson & Brown: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 14.7% Low Income - 20.3% Students with Disabilities - 23.5%	2024 CA Dashboard ALL: 13.8% Low Income: 18.1% Students with Disabilities: 19.3%	ALL - 10% Low Income - 15% Students with Disabilities - 20%
1.8	Chronic Absenteeism Rate, Kimberly: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 21.8% Low Income - 35.5%	2024 CA Dashboard ALL: 10.4% Low Income: 20.3%	ALL - 15% Low Income - 25%
1.9	Chronic Absenteeism Rate, Lugonia: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 39.9% Hispanic - 39.9% English Learner- 28.8% Homeless Youth- 54.8% Low Income - 41.6% Students with Disabilities- 49.1%	2024 CA Dashboard ALL: 38.8% Hispanic: 38.4% English Learner: 31.5% Homeless Youth: 60.5% Low Income: 41.1% Students with Disabilities: 49.6%	ALL - 25% Hispanic - 25% English Learner - 25% Homeless Youth- 30% Low Income - 25% Students with Disabilities - 30%
1.10	Chronic Absenteeism Rate, Mariposa: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 16.6% Hispanic - 26.4% White - 13.3% Low income - 24.7% Students with Disabilities - 23.6%	2024 CA Dashboard ALL: 14.4% Hispanic: 23.8% White: 8.0% Low income: 24.6% Students with Disabilities: 24.6%	ALL - 10% Hispanic - 15% White - 10% Low income - 15% Students with Disabilities - 15%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
1.11	Chronic Absenteeism Rate, McKinley: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 21.6% English Learner- 33.3% Students with Disabilities - 37%	2024 CA Dashboard ALL: 13.9% English Learner: 21.4% Students with Disabilities: 13%	ALL - 15% English Learner - 24% Students with Disabilities - 24%
1.12	Chronic Absenteeism Rate, Mentone: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 19% Homeless Youth - 27.3%	2024 CA Dashboard ALL: 15.4% Homeless Youth: 23.5%	ALL - 15% Homeless Youth - 20%
1.13	Chronic Absenteeism Rate, Mission: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 29.2% Multiple Races/Two or More - 32.5% English Learner- 27.8%	2024 CA Dashboard ALL: 23.0% Multiple Races/Two or More: 24.3% English Learner: 23.0%	ALL - 20% Multiple Races/Two or More -20% English Learner - 20%
1.14	Chronic Absenteeism Rate, Smiley: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 28.3% Black/African American - 33.3% Asian - 21.4% Homeless Youth - 32.4%	2024 CA Dashboard ALL: 25.5% Black/African American: 26.5% Asian: 26.5% Homeless Youth: 27.3%	ALL - 20% Black/African American - 21% Asian - 20% Homeless Youth - 21%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
1.15	Chronic Absenteeism Rate, Victoria: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 30% Hispanic - 33.6% Low Income - 30.6%	2024 CA Dashboard ALL: 26.0% Hispanic: 28.1% Low Income: 27.5%	ALL - 22% Hispanic - 22% Low Income - 22%
1.16	Chronic Absenteeism Rate, Beattie: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 19% Hispanic - 23.4% English Learner - 25.5% Homeless Youth- 26.4% Low Income - 22.3% Students with Disabilities - 26.7%	2024 CA Dashboard ALL: 15.4% Hispanic: 18.8% English Learner: 24.8% Homeless Youth: 17.0% Low Income: 18.8% Students with Disabilities: 26.7%	ALL - 10% Hispanic - 12% English Learner - 12% Homeless Youth- 12% Low Income - 11% Students with Disabilities - 12%
1.17	Chronic Absenteeism Rate, Clement: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 27.6% Black/African American - 32.1% Hispanic - 30.4% Multiple Races/Two or More - 26% White - 23% English Learner - 28.7% Homeless Youth - 31.9% Low Income - 31.9% Students with Disabilities - 38.6%	2024 CA Dashboard ALL: 24.2% Black/African American: 34.3% Hispanic: 26.0% Multiple Races/Two or More: 17.8% White: 23.1% English Learner: 26.4% Homeless Youth: 38.4% Low Income: 28.0% Students with Disabilities: 36.3%	ALL - 20% Black/African American - 23% Hispanic - 21% Multiple Races/Two or More - 20% White - 20% English Learner - 23% Homeless Youth - 24% Low Income - 24% Students with Disabilities - 25%
1.18	Chronic Absenteeism Rate, Cope: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 26.4% Black/African American - 35.7% Multiple Races/Two or More - 25.3%	2024 CA Dashboard ALL: 25.1% Black/African American: 29.6% Multiple Races/Two or More: 24.2%	ALL - 20% Black/African American - 24% Multiple Races/Two or More - 20%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
1.19	Chronic Absenteeism Rate, Moore: Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: CA School Dashboard	2023 CA Dashboard ALL - 28.9% Black/African American - 40.3% Hispanic - 33.8% Multiple Races/Two or More - 24.6% White - 22% English Learner - 43.8% Low Income - 36.5% Students with Disabilities - 44.1%	2024 CA Dashboard ALL: 23.7% Black/African American: 39.1% Hispanic: 28.8% Multiple Races/Two or More: 24.2% White: 14.6% English Learner: 34.0% Low Income: 31.1% Students with Disabilities: 36.6%	ALL - 21% Black/African American - 28% Hispanic - 25% Multiple Races/Two or More - 20% White - 20% English Learner - 28% Low Income - 28% Students with Disabilities - 29%
1.20	Suspension Rate, District Wide: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 Dashboard ALL -- 4.5% Black/African American (AA) -- 10.5% English Learner (EL) -- 4.5% Foster Youth (FY) -- 9% Homeless Youth (HY)-- 7.3% Low Income (LI) -- 5.6%	2024 Dashboard ALL: 3.2% Black/African American: 8.2% English Learner: 3.3% Foster Youth: 12.2% Homeless Youth: 5.0% Low Income: 4.1%	ALL -- 1% Black/African American (AA) -- 5% English Learner (EL) -- 1% Foster Youth (FY) -- 5% Homeless Youth (HY)-- 3% Low Income (LI) -- 2%
1.21	Suspension Rate, Bryn Mawr: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 CA Dashboard ALL - 1% Homeless Youth- 9.1%	2024 CA Dashboard ALL: 0.7% Homeless Youth: 0.0%	2023 CA Dashboard ALL - 1% Homeless Youth- 5.1%
1.22	Suspension Rate, Franklin: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 CA Dashboard ALL - 4% Hispanic - 4.5% Homeless Youth- 9.5% Low Income - 4% Students with Disabilities - 8.5%	2024 CA Dashboard ALL: 2.2% Hispanic: 1.9% Homeless Youth: 3.1% Low Income: 2.3% Students with Disabilities: 5.1%	ALL - 1% Hispanic - 1.5% Homeless Youth- 5.5% Low Income - 1% Students with Disabilities - 5.5%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
1.23	Suspension Rate, Highland Grove: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 CA Dashboard ALL - 1.1% Students with Disabilities - 6.2%	2024 CA Dashboard ALL: 0.4% Students with Disabilities: 0%	ALL - 1% Students with Disabilities - 4%
1.24	Suspension Rate, Kingsbury: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 CA Dashboard ALL - 2.7% Students with Disabilities - 8%	2024 CA Dashboard ALL: 3.0% Students with Disabilities: 6.5%	ALL - 1% Students with Disabilities - 5%
1.25	Suspension Rate, Lugonia: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 CA Dashboard ALL - 3% Black/African American - 12% Homeless Youth - 7%	2024 CA Dashboard ALL: 4.6% Black/African American: 8.8% Homeless Youth: 5.1%	ALL - 1% Black/African American - 5% Homeless Youth - 4%
1.26	Suspension Rate, Orangewood: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 Dashboard ALL - 12.3% Hispanic - 12.6% Low Income - 11.9%	2024 Dashboard ALL: 5.9% Hispanic: 5.1% Low Income: 5.8%	ALL - 5.5% Hispanic - 5.5% Low Income - 5.5%
1.27	Suspension Rate, Redlands East Valley: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 Dashboard ALL - 6.2% English Learner- 11.5%	2024 Dashboard ALL: 5.1% English Learner: 4.5%	ALL - 4.5% English Learner - 5.5%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
1.28	Suspension Rate, Citrus Valley: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 Dashboard ALL - 5.4% Black/African American - 13.1% Students with Disabilities - 12.5%	2024 Dashboard ALL: 2.9% Black/African American: 10.2% Students with Disabilities: 6.1%	ALL - 4.5% Black/African American - 5.5% Students with Disabilities - 5.5%
1.29	Suspension Rate, Redlands High: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 Dashboard ALL - 6.2% Black/African American - 11.2% Students with Disabilities - 9.7%	2024 Dashboard ALL: 3.0% Black/African American: 7.7% Students with Disabilities: 6.0%	ALL - 4.5% Black/African American - 5.5% Students with Disabilities - 5.5%
1.30	Suspension Rate, Clement: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 CA Dashboard ALL - 9.6% Homeless Youth - 16.2% Students with Disabilities - 13.8%	2024 CA Dashboard ALL: 6.8% Homeless Youth: 12.5% Students with Disabilities: 12.5%	ALL - 5.5% Homeless Youth - 8.5% Students with Disabilities - 5.5%
1.31	Suspension Rate, Cope: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 CA Dashboard ALL - 7.2% Black/African American - 20.9%	2024 CA Dashboard ALL: 5.8% Black/African American: 12.9%	ALL - 4.5% Black/African American - 10%
1.32	Suspension Rate, Moore: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 CA Dashboard ALL - 12% Black/African American - 37.7% Hispanic - 12.3% White - 8.3% English Learner- 17.5% Homeless Youth- 17.7% Low Income - 15.9% Students with Disabilities - 13.6%	2024 CA Dashboard ALL: 10.9% Black/African American: 28.8% Hispanic: 12.1% White: 6.4% English Learner: 16.2% Homeless Youth: 21.8% Low Income: 14.1% Students with Disabilities: 16.4%	ALL - 5.5% Black/African American - 10% Hispanic - 5.5% White - 4.5% English Learner - 6.5% Homeless Youth- 6.5% Low Income - 10% Students with Disabilities - 5.5%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
1.33	Expulsion Rate, District Wide: Percentage of students expelled during the school year by student group Source: CDE Dataquest Reporting	2022-2023 school year All – 0.1% English Learner – 0.1% Low-Income – 0.2% Foster Youth – 0.0%	No applicable data for Mid-Year Report	All – 0.0% English Learner – 0.0% Low-Income – 0.0% Foster Youth – 0.0%
1.34	Middle School Drop-out Rate, District Wide: Percentage of students in grades 7 and 8 who dropped out of school by student group Source: CALPADS Reporting	2022-2023 School Year All: 0.07% English Learner – 0.0% Low-Income – 0.03% Foster Youth – 0.0%	No applicable data for Mid-Year Report	All: 0.00% English Learner – 0.0% Low-Income – 0.00% Foster Youth – 0.0%
1.35	High School Dropout Rate, District Wide: Percentage of students in the 4-year adjusted cohort who drop out of high school by student group Source: CDE Dataquest Reporting	2022-2023 school year All – 10.1% (167/1656) English Learner – 26.0% (38/146) Low-Income – 11.7% (158/1355) Foster Youth – 36.8% (7/19)	No applicable data for Mid-Year Report	All – less than 8% English Learner – less than 15% Low-Income – less than 10% Foster Youth – less than 25%
1.36	School Climate Survey, District Wide: Average Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Survey - Kelvin Pulse *Third-party survey does not include some confidential demographic information	2023-2024 Students - more than 62% favorability rating English Learners - 70% favorability rating Foster Youth & Low Income data not included for confidentiality reasons Staff - approximately 83% favorability rating	December 2024 Students - 69% favorability rating English Learners - 7% favorability rating Foster Youth & Low Income data not included for confidentiality reasons Staff - 81% favorability rating	Students - Greater than 75% favorability rating English Learners - Greater than 75% favorability rating Staff - Greater than 80% favorability rating

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
1.37	SEL/Positive Behavior Systems Self Assessment Survey, District Wide: Percentage of growth in the current status of system implementation Source: Local Survey	2023-2024 Semester 1 ES - 100% of schools participated in survey (16/16) MS - 100% of schools participated in survey (4/4) HS - 0% of schools participated in survey (0/4) K-12 - 100% of schools participated in survey (1/1)	No applicable data for Mid-Year Report	Semester 1 ES - 100% of schools participated in survey (16/16) MS - 100% of schools participated in survey (4/4) HS - 100% of schools participated in survey (4/4) K-12 - 100% of schools participated in survey (1/1)
1.38	SEL/Positive Behavior Systems Tiered Fidelity Inventory, District Wide: Percentage of growth in the current status of system implementation as determined by an external evaluator Source: Local Survey	2023-2024 ES - 100% of schools participated in the inventory (16/16) MS - 100% of schools participated in the inventory (4/4) HS - 100% of schools participated in the inventory (4/4) K-12 - 100% of schools participated in survey (1/1) As a result of collected data 25/25 school sites were nominated for outstanding Positive Behavior School-wide Systems through the CA Statewide Recognition System. 5 sites received Bronze recognition 4 sites received Silver recognition 11 sites received Gold recognition 5 sites received Platinum recognition ASB fees provided to each HS to ensure access to school event and activities.	No applicable data for Mid-Year Report	ES - 100% of schools participated in the inventory (16/16) MS - 100% of schools participated in the inventory (4/4) HS - 100% of schools participated in the inventory (4/4) K-12 - 100% of schools participated in survey (1/1) 25/25 school sites will receive recognition as outstanding Positive Behavior School-wide Systems through the CA Statewide Recognition System. 3 sites Bronze recognition 4 sites Silver recognition 12 sites Gold recognition 6 sites Platinum recognition

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
1.39	Comprehensive School Counseling Implementation, District Wide: Percentage of growth in the current status of system implementation based on the Counseling Program Fidelity Inventory (CPFI) Source: District Data - CPFI	2024 average score on CPFI - 3-point rubric Overall: 2.277 Elementary Counselors: 2.371 Middle School: 2.166 High School: 2.225	No applicable data for Mid-Year Report	Average score on CPFI - 3-point rubric Overall – 2.6 Elementary Counselors – 2.6 Middle School – 2.3 High School – 2.4
1.40	School Connectedness/MS Redlands Connections League Participation, District Wide: Percentage of students participating in the Redlands Connections League (6th-8th Grade) Source: District Data - Analysis of district report from Aeries	2023-2024 School Year Total percentage of students participating – 13.26% Of those participating: English Learners – 2.09% Foster Youth – 0.35% Low Income – 48.34%	No applicable data for Mid-Year Report	Total percentage of students participating – 20% Of those participating: English Learners – 5% Foster Youth – 2% Low Income – 60%
1.41	School Connectedness/ HS Club &/or Activity Participation, District Wide: 5Star Student Data (Q3) Percentage of students participating in clubs &/or activities Source: District Data - 5Star *Third-party data does not include some confidential demographic information	Spring 2024 (third quarter data) Citrus Valley High: 90.1% English Learners - 93.2% Foster Youth & Low Income data not included for confidentiality reasons Redlands East Valley High: 69.8% English Learners - 71% Foster Youth & Low Income data not included for confidentiality reasons Redlands High: 88% English Learners - 92% Foster Youth & Low Income data not included for confidentiality reasons	No applicable data for Mid-Year Report	Citrus Valley High: 90.1% English Learners - 93.2% Foster Youth & Low Income data not included for confidentiality reasons Redlands East Valley High: 90% English Learners - 88% Foster Youth & Low Income data not included for confidentiality reasons Redlands High: 90% English Learners - 92% Foster Youth & Low Income data not included for confidentiality reasons

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
1.42	School Connectedness/Elementary Visual and Performing Arts Enrollment, District Wide: Percentage of students participating in Elementary Visual and Performing Arts Source: District Data - analysis of program data maintained in Aeries	2023-2024 School Year All – 30% English Learner – 5.4% Low-Income – 57.1% Foster Youth – 0.3%	No applicable data for Mid-Year Report	All – 35% English Learner – 8% Low-Income – 60% Foster Youth – 2%
1.43	Parent Engagement: Input in Decision Making, District Wide: As reported on the CA School Dashboard Source: Local Indicator	2023-2024 School Year District progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making (including families of unduplicated student groups and students with exceptional needs): FULL IMPLEMENTATION Parents/Families provided with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups (including unduplicated student groups and students with exceptional needs) in the school community: FULL IMPLEMENTATION	2024-2025 School Year District progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making (including families of unduplicated student groups and students with exceptional needs): FULL IMPLEMENTATION to date Parents/Families provided with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups (including unduplicated student groups and students with exceptional needs) in the school community: FULL IMPLEMENTATION to date	Maintain Full Implementation

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
1.44	Parent Engagement: Communication, District Wide: As reported on the CA School Dashboard Source: Local Indicator	2023-2024 School Year Parents/Families are provided multiple ways for two-way communication with schools (including families of unduplicated student groups and students with exceptional needs): FULL IMPLEMENTATION Parents/Families are provided information and resources to support student learning and development in the home (including families of unduplicated student groups and students with exceptional needs): FULL IMPLEMENTATION	2024-2025 School Year Parents/Families are provided multiple ways for two-way communication with schools (including families of unduplicated student groups and students with exceptional needs): FULL IMPLEMENTATION to date Parents/Families are provided information and resources to support student learning and development in the home (including families of unduplicated student groups and students with exceptional needs): FULL IMPLEMENTATION to date	Maintain Full Implementation
1.45	College/Career Indicator- Percent of Graduates Prepared Based on CTE Pathways Completion (includes 5th year grads), District Wide: Percent of Graduates who completed at least one CTE Pathway Source: CA School Dashboard	2023 Dashboard All – 10.8% English Learner – 7.1% Low-Income – 11.1% Foster Youth – 50.0%	No applicable data for Mid-Year Report	All – 12% English Learner – 10% Low-Income – 12% Foster Youth – 50%

Actions & Measuring and Reporting Results - Goal 1

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Tiered Social-Emotional and Mental Health Supports</p> <p>The Educational Services Division is equipping schools with social- emotional learning curriculum and tiered SEL/mental health supports for students, to build competency in self-management, self-awareness, social awareness, relationship skills, and responsible decision making to create positive and inclusive learning environments.</p> <p>When students have a healthy sense of socio-emotional well-being and feel included in a positive learning environment, there is a greater likelihood they will build connections at school resulting in an increase in attendance rates, a decrease in chronic absenteeism, and lower drop-out rates. Although all students will benefit from these supports and services, this action is principally directed to Foster Youth, English Learners, and Low-Income students.</p> <ul style="list-style-type: none"> • Provide Tier 3 staffing (e.g., FTE: director, licensed mental health provider, support staff; Hourly: mental health associate clinicians) • Provide professional development and training • Provide instructional materials and supplies (i.e., SEL curriculum, wellness materials) <p>The efficacy of this action will be reflected in these metrics: M1.1- 1.19, M1.34-1.38</p>	Fully Implemented	<p>The 2024 CA School Dashboard shows an increase in graduation rates and decreases in overall suspension and chronic absenteeism rates. As of December 1, 2024, RCSS received 259 requests for assistance, with 223 students receiving support from District MH Clinicians and 36 referred to community partners. Students complete the Beck Youth Inventory 2.0 during intake and exit, reporting a 6% increase in positive self-concept/self-esteem, and decreases in anxiety (30%), depression (20%), anger (15%), and disruptive behavior (14%). At the elementary level, Second Step lessons are consistently provided at Tier 1, supported by counselors, with Tier 2 and 3 supports using the Character Strong curriculum. At the secondary level, one SEL lesson per grade is provided annually by counselors. Middle school Tier 2 SEL groups are led by counselors and clinicians, while Tier 3 middle school and all Tier 2 and 3 high school supports are provided by clinicians using the Character Strong curriculum.</p>	\$820,000.00	\$777,543.01

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
1.2	<p>Positive Behavior Supports</p> <p>The Educational Services Division is equipping school sites with tools and support for promoting positive student behaviors, to increase student connectedness and improve attendance while reducing undesired behaviors. Increased connectedness can be seen through greater participation in clubs, activities, and school events as well as a decrease in suspension rates. While all students will benefit from positive behavior supports and services, this action is principally directed to support Foster Youth, English Learners, and Low-Income students.</p> <ul style="list-style-type: none"> • Provide Tier 3 staffing (e.g., BCBA coordinator, paraprofessionals) • Provide professional development and training • Provide subscriptions and fees (i.e., PBIS Apps, 5Star, ASB) • Provide materials and supplies <p>The efficacy of this action will be reflected in these metrics: M1.20- 1.33, M1.36-1.38, M1.41</p>	Fully Implemented	<p>The 2024 CA School Dashboard shows a decrease in overall suspension and chronic absenteeism rates across the district. Additionally, all RUSD school sites received statewide PBIS recognition for the 2023-24 school year. Clement MS, Kimberly ES, Crafton ES, Franklin ES, and Mission ES achieved Platinum status. Gold recognition was awarded to AV, CVHS, Kingsbury, Lugonia, McKinley, Mentone, Moore MS, OHS, Smiley, and Victoria. Silver status was given to Beattie, Cram, J&B, and Mariposa, while HG, Bryn Mawr, eAcademy, RHS, and REV received Bronze recognition.</p>	\$1,025,000.00	\$872,190.76

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
1.3	Restorative Practices The Educational Services Division is providing support systems, staffing, and training in restorative practices for schools to manage conflict and build relationships, especially to support Foster Youth, English Learners, and Low-Income students, who are disproportionately affected by ACEs. <ul style="list-style-type: none"> • Provide professional development and training • Provide materials and supplies • Provide staffing (e.g., administrators, support staff) The efficacy of this action will be reflected in these metrics: M1.20- 1.33	Partially Implemented	Administrative designees have been identified at each school site to ensure coverage when administrators are off campus. Funds have been allocated to provide class coverage for designees and compensate certificated staff acting in this role, resulting in this line going over budget as it was not in the original plan. Elementary sites receive support from assistant principals as planned, ensuring consistent support for students in the absence of the principal or assistant principal.	\$1,505,000.00	\$1,702,528.81

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
1.4	<p>Comprehensive School Counseling Program</p> <p>The District will provide additional site-based counseling support at elementary and secondary school sites, targeting at-promise academic conferencing, college and career readiness lessons and activities, and focused social- emotional learning groups for unduplicated students. This effort is primarily designed to meet the specific needs of Low-Income students, Foster Youth, and English Learners, aiming to enhance student connectedness and improve attendance.</p> <ul style="list-style-type: none"> • Provide staffing (e.g., counselors, program specialists, support staff) • Provide materials and supplies • Provide professional development and training opportunities <p>The efficacy of this action will be reflected in these metrics: M1.1- 1.19, M1.39, M2.1</p>	Fully Implemented	<p>The 2024 CA School Dashboard shows an increase in graduation rates and decreases in overall suspension and chronic absenteeism rates. To achieve these goals, the district implemented attendance incentive programs at both Elementary and Secondary levels, targeted small groups for chronic absence at Elementary, and SEL small groups at Secondary. Additionally, ATS small groups were established at the high school level, and professional coaching around MTSS, specifically Tier 2, was provided for selected school sites. As of December 1, 2024, Aeries school counseling data indicates 5,394 Tier 1 student contacts, 3,960 Tier 2 student contacts, and 1,376 Tier 3 student contacts.</p>	\$5,625,500.00	\$6,512,888.16

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
1.5	<p>Comprehensive School Counseling: Academic Case Carrier Program</p> <p>The Academic Case Carrier program will continue to offer Tier 3 supports, primarily directed toward foster youth and low-income students. This initiative aims to enhance attendance and academic success, build resiliency, and facilitate connections with community resources for these students.</p> <ul style="list-style-type: none"> • Provide staffing (e.g., counselors, administrators, support staff) • Provide materials and supplies to support foster youth and low-income students <p>The efficacy of this action will be reflected in these metrics: M1.16- 1.19, M1.26-1.32, M1.34-1.35, M1.39; 2.21, 2.24, 2.25</p>	Fully Implemented	<p>The 2024 CA School Dashboard shows an increase in graduation rates for Foster and Homeless student groups and a decline in suspension rates for Homeless students. As of January 20, 2025, there are 358 active foster/homeless students on ACC caseloads at secondary sites and 99 on elementary counselor caseloads. This year, 152 additional students have been served by the ACC program and 76 at the elementary level, though they have since left the district. This highly mobile population receives daily attendance check-ins from staff, with follow-up calls or home visits for absentees. The ACC program has documented 425 interventions, and elementary counselors have recorded 295 interventions in Aeries. At the secondary level, 38 AB 740 notifications have been sent, along with 6 at the elementary level.</p>	\$1,420,730.00	\$1,090,218.49

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
1.6	<p>Intervention Support Teams School sites will utilize the Intervention Support Team (IST) process to analyze data, identify students in need of support, and conduct collaborative educational partner planning sessions in order to develop individual success plans. These plans will be unique to student need and will be principally directed toward English Learners, Foster Youth, and Low-Income students performing below grade level standards. The intent of this action is to identify and mitigate barriers to student success.</p> <ul style="list-style-type: none"> • Provide hourly compensation for site IST leadership • Provide training and support materials <p>The efficacy of this action will be reflected in these metrics: M1.34, M1.35, M2.1-2.12</p>	Partially Implemented	As of December 1, 2024, a total of 284 Individualized Support Team (IST) meetings have been conducted, primarily at the elementary and middle school levels, with 11 meetings at the high school level. These meetings aim to develop Tier 3 plans to support students' academic, behavioral, and social-emotional success. The plans are closely monitored, and follow-up meetings are held to adjust services and supports as needed. Dropout data for both middle and high schools will be included in the annual update.	\$180,000.00	\$72,877.00

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
1.7	<p>Parent & Community Involvement</p> <p>The District will provide staff focused on equity, communication, and family connection support to implement capacity-building opportunities and family outreach to partner in increasing student engagement and reducing chronic absenteeism, with a focus on English Learner, Foster Youth, and Low-Income student families.</p> <ul style="list-style-type: none"> • Provide staffing (e.g., equity coordinator, parent/family liaisons, communications team) • Provide parent/family training and engagement opportunities • Provide materials and supplies for parent & community advisory groups (i.e., DELAC, DAAPAC, SEPAC) <p>The efficacy of this action will be reflected in these metrics: M 1.2, M1.36, M1.43, M1.44</p>	Partially Implemented	<p>The Equity Coordinator, Communications team, and FACE liaisons continue to provide resources, support, and opportunities to all district families, with a focus on English Learner, Foster-Youth, and Low-Income families. Parent groups meet regularly and receive necessary support and resources. Meetings, workshops, and events have proceeded as planned. The Communications team promotes the district's vision and educational successes through platforms like the website, social media, ParentSquare, and district events. Two-way communication remains vital for sharing family resources, crisis information, and event invitations. Three DELAC meetings, including parent training, have been conducted. DAAPAC meetings, including a district-wide event at Cope Middle School, were open to all students and families. Several snack pack events, in partnership with Child Nutrition Services, have supported families. The Annual Community Resource Fair occurred on October 21, 2024. The Communications team also supported the RUSD State of the District event, Community Resource Fair, and monthly Superintendent's awards nights.</p>	\$1,300,000.00	\$934,807.15

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
1.8	<p>Language Assessment Center & Translation Services</p> <p>The Language Assessment Center will provide translation and interpretation services, and coordinate assessment programs for English learners, to improve communication with families and support student reclassification and attendance. Additionally, the Language Assessment Center staff conducts the initial screening and assessment of students identified through the enrollment process as possible English Learners. The screening and assessment determines if a student is classified as English-Only or at a level of English learner when they enter school. As such, this action is principally directed to support low- income and foster youth students from families who speak languages other than English, in addition to English Learners.</p> <ul style="list-style-type: none"> • Provide staffing (e.g., translators, language assessment staff, bilingual stipends) • Provide contracted translation services • Provide materials and supplies <p>The efficacy of this action will be reflected in these metrics: M1.1, M1.43, M1.44, M2.18</p>	Partially Implemented	The Language Assessment Center team continues to support school sites and families with translation and reclassification services. Since July 1st, approximately 150 students have been assessed with the Initial ELPAC state assessment for potential English learners who have enrolled in the district.	\$584,000.00	\$562,030.98

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
1.9	<p>Career Technical Education (CTE) Educational Services will provide support for academic services and progress monitoring, to support increases in student A-G and Career Technical Education (CTE) completion rates. Although all students will benefit from additional personnel, this action is principally directed toward Low-Income students, English Learners, and Foster Youth.</p> <ul style="list-style-type: none"> • Provide staffing to support College and Career (i.e., Career Center Teachers, extra hourly staff compensation) • Provide instructional materials and equipment • Maintain the contract with CRY-ROP to provide additional pathways and support at Redlands USD schools • Provide admission and transportation for field trips which promote college and career preparedness <p>The efficacy of this action will be reflected in these metrics: M1.35, M1.45, M2.24-2.28</p>	Fully Implemented	Pathways are available at the continuation high school and all three comprehensive high schools, with 9 pathways offered at CVHS, 8 at REVHS, 7 at RHS, and 4 at OHS. Across the District, there are 28 pathways, including one Districtwide ROP-CTE pathway (CNA). Of these, 11 pathways are RUSD-CTE, and 17 are ROP-CTE. Currently, 2,840 students are enrolled in CTE pathways Districtwide, with 1,973 identified as potential completers. In the 2023-2024 school year, 608 students successfully completed their pathways. Twenty-one courses are articulated, 10 courses are aligned with industry sectors, and 53 courses are UC A-G approved.	\$3,150,000.00	\$2,039,500.46

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
1.10	<p>Visual & Performing Arts</p> <p>Education Services will provide for students to engage in Visual and Performing Arts programs districtwide to improve school engagement and provide a sense of belonging especially for students in unduplicated student groups. This action principally supports Low- Income students, Foster Youth, and English Learners.</p> <ul style="list-style-type: none"> • Provide staffing to support VAPA (including FTE: Music Teachers, support staff) • Provide hourly support for VAPA programs • Provide instructional materials to support VAPA (i.e., sheet music, instruments, consumable materials, etc.) • Provide transportation to educational field trips and showcases <p>The efficacy of this action will be reflected in these metrics: M1.3- 1.15, M1.21-1.25, M1.42</p>	Fully Implemented	Over 1,100 elementary students are enrolled in band and/or orchestra. Middle school band and orchestra programs have seen an increase in enrollment, with 194 students joining this year compared to the previous year.	\$1,150,000.00	\$1,221,982.10

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
1.11	<p>Redlands Connection League The Student Services Department will coordinate the Redlands Schools Connections League (RSCL) (middle school athletics) to build character through athletics to increase connectedness and SEL competencies. This action principally supports English Learners, Low-Income students, and Foster Youth.</p> <ul style="list-style-type: none"> • Provide staffing to support RSCL (i.e., coordinator, hourly staff for coaching and supervision) • Provide materials and services to support RSCL (i.e., equipment, pinnies, line striping) • Provide transportation to athletic events <p>The efficacy of this action will be reflected in these metrics: M1.16- 1.19, M1.34, M1.40</p>	Fully Implemented	In the 1st Semester, RSCL had a total enrollment of 304 students. Of these, 47% were identified as low-income, 0.66% were foster youth, and 1.64% were English learners. The sports offered during this period included volleyball and softball. For the 2nd Semester, the sports program will feature soccer and basketball.	\$500,000.00	\$313,565.97

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
1.12	Health & Wellness Services The Student Services Department will improve the physical wellness of students by providing health supports including nurses and health aides at school sites. Although all students will benefit from health services, the action is principally directed at Low-Income students and Foster Youth. This action will support positive attendance rates and a sense school connectedness for low- income and foster youth students. <ul style="list-style-type: none"> • Provide staffing (e.g., registered nurses, health aides) • Provide materials and supplies The efficacy of this action will be reflected in these metrics: M1.1- 1.19, M1.36	Partially Implemented	The district continues to provide essential health services, including staffing by registered nurses and health aides, to support students' physical well-being. These services contribute to improved attendance and connectedness, particularly for Foster Youth and Low-Income students. Current chronic absenteeism data, which stands at 20.1% overall (22.1% for English Learners, 35.7% for Foster Youth, and 25.1% for Low-Income students), highlights the ongoing need for health-related support to reduce barriers to attendance.	\$550,000.00	\$0.00 to date
1.13	Targeted Attendance Support The District will help improve student attendance by providing attendance staff at all school sites principally directed to supporting English Learners, Low-Income, and Foster Youth students. <ul style="list-style-type: none"> • Provide staffing (e.g., attendance clerks, attendance technicians) The efficacy of this action will be reflected in these metrics: M1.1- 1.19	Partially Implemented	Targeted attendance support services, including staffing for attendance clerks and technicians, are operational at all school sites to promote student engagement and attendance. Chronic absenteeism data, particularly 22.1% for English Learners, 35.7% for Foster Youth, and 25.1% for Low-Income students, underscores the importance of this continued focus on attendance improvements.	\$900,000.00	\$0.00 to date

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
1.14	<p>Targeted Enrollment Support The Enrollment Department will provide targeted enrollment support principally directed at Foster Youth. This will promote positive attendance and enrollment without undue delays. While all students will benefit from this support, it is principally directed to the support the unique needs of Foster Youth.</p> <ul style="list-style-type: none"> • Provide staffing (e.g., clerical additional time) • Provide Materials <p>The efficacy of this action will be reflected in these metrics: M1.1, M1.2</p>	Partially Implemented	Targeted enrollment support for Foster Youth remains fully operational, addressing unique needs to ensure seamless enrollment and positive attendance outcomes. Chronic absenteeism among Foster Youth at 35.7% highlights the significance of these supports in fostering educational continuity.	\$310,000.00	\$0.00 to date

Goal 2

Goal Description				
All students will progress toward meeting standards in academics through tiered supports and services.				
Expected Annual Measurable Objectives				
Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
2.1	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, District Wide: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 Dashboard English/Language Arts ALL: -2.7 English Learner: -58.4 Foster Youth: -87.6 Low Income: -26.3 Students with Disabilities: -92.7 Math ALL: -39.9 English Learner: -85.1 Foster Youth: -154.2 Low Income: -64.4	2024 Dashboard English/Language Arts ALL: -1.4 English Learner: -61.2 Long Term EL: -99.5 Foster Youth: -113.4 Low Income: -25.1 Students with Disabilities: -89 Math ALL: -38.2 English Learner: -89.9 Long Term EL: -153.9 Foster Youth: -140 Low Income: -64.1	English/Language Arts ALL: +8 English Learner: -40 Foster Youth: -65 Low Income: -12 Students with Disabilities: -70 Math ALL: -20 English Learner: -60 Foster Youth: -80 Low Income: -55
2.2	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA); grades 3-8, 11, Bryn Mawr: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: +3 Students with Disabilities: -116.3	2024 CA School Dashboard ELA ALL: -5.7 Students with Disabilities: -108.1	ELA ALL: +3 Students with Disabilities: -85
2.3	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA); grades 3-8, 11, Crafton: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: +0.5 Students with Disabilities: -73.5	2024 CA School Dashboard ELA ALL: -9.0 Students with Disabilities: -71.1	ELA ALL: +0.5 Students with Disabilities: -60

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
2.4	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, Franklin: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: -45.2 English Learner: -72.4 Homeless Youth: -77.4 Students with Disabilities: -112.4 Math ALL: -51.5 Students with Disabilities: -106.7	2024 CA School Dashboard ELA ALL: -46.4 English Learner: -70.1 Homeless Youth: -57.6 Students with Disabilities: -123.7 Math ALL: -52.4 Students with Disabilities: -107.2	ELA ALL: -30 English Learner: -50 Homeless Youth: -50 Students with Disabilities: -75 Math ALL: -48 Students with Disabilities: -75
2.5	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, Judson & Brown: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: -6.9 Students with Disabilities: -96.6 Math ALL: -25.1 Students with Disabilities: -111.8	2024 CA School Dashboard ELA ALL: +17.5 Students with Disabilities: -77.8 Math ALL: -9.0 Students with Disabilities: -84.2	ELA ALL: 0 points from standard Students with Disabilities: -70 Math ALL: -25.1 Students with Disabilities: -80
2.6	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, Lugonia: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: -70.4 Hispanic: -75.5 English Learner: -74 Homeless Youth: -74.5 Low Income: -77 Students with Disabilities: -131.1 Math ALL: -83.3 Students with Disabilities: -140.1	2024 CA School Dashboard ELA ALL: -60.7 Hispanic: -63.7 English Learner: -115.5 Homeless Youth: -68.4 Low Income: -68.1 Students with Disabilities: -128.6 Math ALL: -84.9 Students with Disabilities: -140.8	ELA ALL: -60 Hispanic: -65 English Learner: -65 Homeless Youth: -65 Low Income: -65 Students with Disabilities: -85 Math ALL: -70 Students with Disabilities: -90

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
2.7	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, Redlands High: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	Spring 2023 CA School Dashboard ELA ALL: +65.8 English Learner: - 74.9 Math ALL: -14.1 English Learner: - 151.7	2024 CA School Dashboard ELA ALL: +78.9 English Learner: -36.8 Math ALL: +0.8 English Learner: -124.3	ELA ALL: +65.8 English Learner: -55 Math ALL: -7 English Learner: -90
2.8	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA); grades 3-8, 11, Clement: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: -18.8 English Learner: - 84.9 Students with Disabilities: -118.2	2024 CA School Dashboard ELA ALL: -5.5 English Learner: -51.1 Students with Disabilities: -93.4	ELA ALL: -9 English Learner: -70 Students with Disabilities: -88
2.9	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, Beattie: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: -9.5 Students with Disabilities: -120.1 Math English Learner: - 120.1	2024 CA School Dashboard ELA ALL: -10.5 Students with Disabilities: -115.9 Math English Learner: -118.5	ELA ALL: +1 Students with Disabilities: -90 Math English Learner: -90
2.10	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, Cope: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: -3 Students with Disabilities: - 111.5 Math ALL: -45.5 English Learner: - 101.2 Students with Disabilities: -158.1	2024 CA School Dashboard ELA ALL: -5.0 Students with Disabilities: - 108.4 Math ALL: -49.2 English Learner: -118.9 Students with Disabilities: -154.9	ELA ALL: +6 Students with Disabilities: -85 Math ALL: -40 English Learner: -85 Students with Disabilities: -95

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
2.11	Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA) and Math; grades 3-8, 11, Moore: Average Distance from 'Standard Met' on summative assessment Source: CA School Dashboard	2023 CA School Dashboard ELA ALL: -7.8 Black/African American: -85.8 English Learner: -86.9 Students with Disabilities: -99.3 Math ALL: -53.6 Black/African American: -129.9 Homeless Youth: -104.7 Students with Disabilities: -142	2024 CA School Dashboard ELA ALL: -17.6 Black/African American: -68.1 English Learner: -99.7 Students with Disabilities: -102.0 Math ALL: -48.7 Black/African American: -99.4 Homeless Youth: -110.1 Students with Disabilities: -128.4	ELA ALL: +2 Black/African American: -70 English Learner: -70 Students with Disabilities: -75 Math ALL: -45 Black/African American: -95 Homeless Youth: -85 Students with Disabilities: -95
2.12	California Science Test (CAST), District Wide: Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) student group Source: CDE Dataquest Reporting	Spring 2023 Standard Met or Exceeded ALL: 31.46% English Learner: 3.11% Foster Youth: 6.6% Low Income: 23.5%	No applicable data for Mid-Year Report	Standard Met or Exceeded ALL: 35% English Learner: 10% Foster Youth: 14% Low Income: 28%
2.13	English Learner Progress Indicator (ELPI), District Wide: Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: CA School Dashboard	2023 Dashboard All EL – 47.6% L-TEL only – 29.2%	2024 Dashboard All EL: 48.8% L-TEL only: 51.9%	All EL – 55% L-TEL only – 45%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
2.14	English Learner Progress Indicator (ELPI), Bryn Mawr: Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: CA School Dashboard	2023 Dashboard All EL -- 14.6% No L-TEL data due to school level	2024 Dashboard All EL -- 51.1% No L-TEL data due to school level	All EL -- 35%
2.15	English Learner Progress Indicator (ELPI), Franklin: Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: CA School Dashboard	2023 Dashboard All EL -- 41.7% No L-TEL data due to school level	2024 Dashboard All EL -- 52.7% No L-TEL data due to school level	All EL -- 50%
2.16	English Learner Progress Indicator (ELPI), Highland Grove: Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: CA School Dashboard	2023 Dashboard All EL -- 32.6% No L-TEL data due to school level	2024 Dashboard All EL -- 57.5% No L-TEL data due to school level	All EL -- 45%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
2.17	English Learner Progress Indicator (ELPI), Kingsbury: Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: CA School Dashboard	2023 Dashboard All EL – 40.5% No L-TEL data due to school level	2024 Dashboard All EL – 51.5% No L-TEL data due to school level	All EL – 50%
2.18	Reclassification Rate, District Wide: Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	2022-2023 Annual rate: 12% (Local Data) Total RFEP: 45.7% (DataQuest) L-TEL: 23.6% (DataQuest)	No applicable data for Mid-Year Report	Annual rate: 18% (Local Data) Total RFEP: 50% (DataQuest) L-TEL: 30% (DataQuest)
2.19	Long Term English Learners (L-TELS), District Wide: Percentage of English Learners that have been classified as ELs for 7+ years Source: CDE Dataquest Reporting	2022-2023 L-TEL – 11%	No applicable data for Mid-Year Report	L-TEL – 5%
2.20	Advanced Placement (AP) Pass Rate, District Wide: Number of students in grades 10-12 enrolled in 1 or more AP classes who passed at least 1 AP Exam with a score of 3 or more by student group. Source: CALPADS Reporting	2022-2023 School Year ALL = 69.4% English Learner = 0.4% Foster Youth = 0.1% Low Income = 41.3%	No applicable data for Mid-Year Report	ALL = 70% English Learner = 20% Foster Youth = 20% Low Income = 55%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
2.21	Graduation Rate, District Wide: Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: CA School Dashboard	2023 Dashboard ALL: 86.2% English Learner: 68% Foster Youth: 55% Low Income: 84.4%	2024 Dashboard ALL: 90.9% English Learner: 75% Long Term EL: 74.8% Foster Youth: 71.4% Low Income: 90%	ALL: 95% English Learner: 80% Foster Youth: 75% Low Income: 93%
2.22	Graduation Rate, Orangewood: Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: CA School Dashboard	2023 Dashboard ALL: 57.1% Hispanic: 57.5% Homeless Youth: 41% Low Income: 55.8%	2024 Dashboard ALL: 82.2% Hispanic: 83.8% Homeless Youth: 81.1% Low Income: 81.6%	ALL: 80% Hispanic: 80% Homeless Youth: 75% Low Income: 80%
2.23	Graduation Rate, Citrus Valley: Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: CA School Dashboard	2023 Dashboard ALL: 91.2% Students with Disabilities: 61.7%	2024 Dashboard ALL: 94.8% Students with Disabilities: 81.5%	ALL: 94% Students with Disabilities: 85%
2.24	College/Career Indicator - A-G completion rate, District Wide: Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard based on A-G Completion by student group Source: CA School Dashboard	2023 Dashboard All: 83.7% English Learner: 64.3% Low-Income: 50.0% Foster Youth: 80.8%	No applicable data for Mid-Year Report	All: 85% English Learner: 70% Low-Income: 65% Foster Youth: 83%
2.25	College/Career Indicator, District Wide: Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: CA School Dashboard	2023 Dashboard ALL: 46.9% English Learner: 9.7% Foster Youth: 10.5% Low Income: 41.1% Students with Disabilities: 5.9%	2024 Dashboard ALL: 52.1% English Learner: 16.9% Long Term EL: 15.2% Foster Youth: 15.4% Low Income: 48.1% Students with Disabilities: 10.9%	ALL: 50% English Learner: 20% Foster Youth: 20% Low Income: 45% Students with Disabilities: 15%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
2.26	College/Career Indicator, Orangewood: Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: CA School Dashboard	2023 Dashboard ALL: 1.3% Hispanic: 0.9% English Learner: 0% Homeless Youth: 0% Low Income: 0%	2024 Dashboard ALL: 3% Hispanic: 2.2% English Learner: 0% Homeless Youth: 3.1% Low Income: 3.1%	ALL - 10% Hispanic - 8% English Learner - 7% Homeless Youth - 7% Low Income - 7%
2.27	College/Career Indicator, Redlands East Valley: Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: CA School Dashboard	2023 Dashboard ALL: 50% Students with Disabilities: 4.5%	2024 Dashboard ALL: 50.2% Students with Disabilities: 10%	ALL: 55% Students with Disabilities: 15%
2.28	College/Career Indicator, Citrus Valley: Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: CA School Dashboard	2023 Dashboard ALL: 51.1% Students with Disabilities: 2.1%	2024 Dashboard ALL: 53.9% Students with Disabilities: 9.6%	ALL: 55% Students with Disabilities: 15%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
2.29	Early Assessment Program (EAP), District Wide: Percentage of 11th grade students Exceeding Standard on the English Language Arts (ELA) State Assessment Program (EAP) student group Source: CDE Dataquest Reporting	2023 ELA ALL (1533 students with scores) 63.67% Exceeding/Met Standard English Learner – 10.98% Exceeding/Met Standard Foster Youth – 25.0 % Exceeding/Met Standard Low Income – 55.7% Exceeding/Met Standard Math ALL (1533 students with scores) 36.73% Exceeding/Met Standard English Learner – 3.66% Exceeding/Met Standard Foster Youth – 0.0% Exceeding/Met Standard Low Income – 26.36% Exceeding/Met Standard	No applicable data for Mid-Year Report	ELA ALL - Maintain – 63.7% English Learner – 25% Exceeding/Met Standard Foster Youth – 40% Exceeding/Met Standard Low Income – 60% Exceeding/Met Standard Math ALL 40% Exceeding/Met Standard English Learner – 10% Exceeding/Met Standard Foster Youth – 10% Exceeding/Met Standard Low Income – 35% Exceeding/Met Standard
2.30	Star Assessments (Reading & Math), District Wide: District Reading and Math Assessment Renaissance Learning Spring administration (3) Elementary and Middle Schools Percent of testers scoring proficient or higher Source: District Data	Spring 2024 Reading All: 42.0% English Learners: 9.1% Low Income: 34.7% Foster Youth: 15.8% Math All: 31.3% Foster Youth: 6.3% English Learner: 10.6% Low Income: 24.7%	Fall 2024 Reading All: 51.5% English Learners: 18.4% Low Income: 42.2% Foster Youth: 26.9% Math All: 43.0% Foster Youth: 19.6% English Learner: 21.4% Low Income: 34.5%	Reading All: 45% English Learners: 15% Low Income: 40% Foster Youth: 25% Math All: 40% Foster Youth: 15% English Learner: 20% Low Income: 35%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
2.31	Implementation of Common Core State Standards (CCSS) for all students, including English Learner students, District Wide: Source: CA School Dashboard: Local Indicator	2022-2023 School Year 100% implementation of CCSS for all students, including English Learner students	No applicable data for Mid-Year Report	100% implementation of CCSS for all students, including English Learner students
2.32	English Learner Progress Indicator (ELPI), Citrus Valley High: Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: CA School Dashboard	2023 Dashboard All EL – 11.6% L-TEL only – 15.2%	2024 Dashboard All EL – 63.1% L-TEL only – 65.2%	All EL – 30% L-TEL only – 30%
2.33	English Learner Progress Indicator (ELPI), Redlands East Valley High: Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: CA School Dashboard	2023 Dashboard All EL – 44.2% L-TEL only – 54.8%	2024 Dashboard All EL – 35.2% L-TEL only – 40.7%	All EL – 50% L-TEL only – 56%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
2.34	College/Career Indicator - Combined rate - CTE Pathway completion and UC/CSU requirements met, District Wide: Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard based on completion of at least 1 CTE Pathway AND meeting UC/CSU requirements by student group Source: CA School Dashboard	2023 Dashboard All: 9.0% English Learner: 0.1% Low-Income: 6.3% Foster Youth: 0.0%	No applicable data for Mid-Year Report	All: 12% English Learner: 5% Low-Income: 9% Foster Youth: 5%
2.35	Course Access: Programs and Services developed and provided to students with exceptional needs, District Wide: Participation in Workability and/or Adult Transition Programs (See also Action 2.11) Source: District Data - records maintained by Special Services	2023-2024 School Year Workability participation: Students participating: 26 Total hours worked: 1989.5 Adult Transition Program: Students enrolled: 67	No applicable data for Mid-Year Report	Maintain Workability and Adult Transition Programs for students with exceptional needs
2.36	Course Access: Programs and Services developed and provided to unduplicated pupils, District Wide: Participation in Secondary AVID Programs - Action 2.7 (See also Actions 1.5, 2.4, 2.5, and 2.12 for descriptions of programs and services for unduplicated pupils) Source: District Data	2023-2024 School Year AVID enrollment: English Learners: 2.7% Foster Youth: 0.2% Low Income: 68.9%	No applicable data for Mid-Year Report	AVID enrollment: English Learners: 4% Foster Youth: 1% Low Income: 75%

Actions & Measuring and Reporting Results - Goal 2

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Professional Development to Support Implementation of State Standards</p> <p>The Educational Services Division will provide professional development - training, coaching, and collaboration - for teachers and instructional staff to implement effective instruction in state standards (TK-12) which includes evidence-based strategies for intervention, differentiation, scaffolding to standards, and Universal Design for Learning (UDL); focusing on meeting increasing academic achievement in ELA and Math of English Learner, Foster Youth, and Low Income students.</p> <ul style="list-style-type: none"> • Provide staff to lead professional development (e.g., Teachers on Assignment, Administration, Support Staff) • Provide hourly pay and daily compensation to attend professional development • Provide staff with training to be able to: • differentiate instruction based on students' needs • implement standards- aligned curriculum • implement instructional best practices <p>The efficacy of this action will be reflected in these metrics: M2.1- 2.12, M2.31</p>	Fully Implemented	<p>In the current year, three Teachers on Assignment (TOAs) are collaborating with classroom teachers across 16 elementary sites, focusing on after-school professional development, leading grade-level collaboration, and implementing Universal Design for Learning (UDL) strategies. These efforts are specifically targeted to support inclusive practices at the elementary level. Compensation for these activities is provided through T-2, EEBG, and T-1 funds, rather than LCAP funds. Non-personnel expenses have been allocated for professional development materials, a conference fee for district administration, and a secondary collaborative studies conference on ethnic studies. LCAP funds continue to support personnel within the professional development department. This year marks a reduction from sixteen TOAs funded through LCAP in the previous year to the current three, reflecting a strategic focus on elementary education needs.</p>	\$990,000.00	\$785,077.67

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Tiered Academic Support</p> <p>The District will provide additional core academic staff dedicated to providing specialized Tier 2 support to address the academic needs of students, particularly those not meeting grade-level expectations. This measure aims to ensure that every student receives the attention and instruction they need to thrive academically. This initiative is especially aimed at English Learners, Foster Youth, and Low- Income students, ensuring they receive the targeted assistance necessary to elevate their academic performance.</p> <ul style="list-style-type: none"> • Provide additional teachers to school sites (all levels) <p>The efficacy of this action will be reflected in these metrics: M2.1- 2.12, M2.29, M2.30</p>	Partially Implemented	The MidYear LCAP report highlights districtwide improvements in English-Language Arts and Mathematics as reflected in the CA School Dashboard metrics. Additionally, elementary schools have shown progress in STAR Data assessments, indicating enhanced student performance in these key areas.	\$2,890,203.00	\$2,121,489.26

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
2.3	<p>Tiered Literacy Supports</p> <p>The Educational Services Division will promote literacy and increase reading proficiency by providing sites with supports for school libraries principally directed to English Learners, Foster youth, and Low-Income students. Well- resourced libraries and knowledgeable staff foster reading skills, which are expected to improve performance on assessments like the CAASPP SBAC and Star reading tests, as well as support overall academic achievement, including in mathematics.</p> <ul style="list-style-type: none"> • Provide staffing (e.g., librarians, paraprofessionals, and hourly compensation) • Provide instructional materials and supplies <p>The efficacy of this action will be reflected in these metrics: M2.1- 2.12, M2.29, M2.30</p>	Fully Implemented	All elementary sites have a Library Para I, II, or III, supported by an Elementary District Librarian. Middle school librarians are funded through this action.	\$830,000.00	\$723,579.64

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
2.4	<p>Tiered Academic Supports for Multilingual Students</p> <p>The Education Services Division will increase English language proficiency and reclassification rates for English Learners. District staff will provide staff development to increase implementation of the ELD standards across all grade-levels and content areas and develop tiered systems of support to ensure success for students not making adequate progress. Staff will review ELD content-area classes and Long-Term EL intervention classes to build pathways to multi-literacy.</p> <ul style="list-style-type: none"> • Provide staffing to support English Learner Student Achievement (e.g., Director, Program Specialists, support staff) • Provide staff with training to be able to address the needs for reclassification of English Learners (i.e., conferences, workshops, etc.) <p>The efficacy of this action will be reflected in these metrics: M2.13- 2.18, M2.32-2.33</p>	Partially Implemented	The Multilingual Department continues to support all English learners in RUSD, including monitoring those reclassified for an additional four years. In the first semester, approximately 205 English learners were reclassified to R-FEP, an increase from 162 last year. According to the 2024 CA Dashboard, 48.8% of English learners are making progress on the English Learner Progress Indicator (ELPI), with a maintenance rate of 1.3%. In English Language Arts (ELA), English learners are 61.2 points below the standard, maintaining their performance and matching the state level. In Math, English learners are 89.9 points below the standard, with a decline of 4.9 points, also equal to the state level.	\$820,000.00	\$746,362.10

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
2.5	<p>Long-Term English Learner Program</p> <p>The district will provide dedicated EL staff specifically aimed at addressing the academic needs of Long-Term English Learners (L- TELs), focusing on tiered support for these students who are not meeting academic standards. District staff will provide staff development to increase implementation of the ELD standards across all grade-levels and content areas and develop tiered systems of support to ensure success for L-TEL students not making adequate progress. Staff will review ELD content-area classes and Long-Term EL intervention classes to build pathways to multi-literacy. The purpose of this action is to increase English language proficiency to reduce the number of L-TELS in the district.</p> <ul style="list-style-type: none"> • Provide secondary EL teachers • Provide instructional materials <p>The efficacy of this action will be reflected in these metrics: M2.13- 2.19, M2.32-2.33</p>	Partially Implemented	<p>The English Learner (EL) staff at RUSD continues to support all English learners, with a focus on monitoring Long-Term English Learners (LTEL) enrolled in English Language Development (ELD) courses. The 2024 California Dashboard shows that 48.8% of EL students are making progress, maintaining a 1.3% increase. Specifically, LTEL students have shown significant improvement, with 51.9% making progress, marking a 10.2% increase and earning a GREEN status. However, challenges remain in academic performance, as LTEL students are in the RED category for both English Language Arts (ELA) and Math. According to DataQuest, there has been a 12.7% decrease in the percentage of LTEL students from the previous year.</p>	\$1,060,000.00	\$1,084,394.56

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
2.6	<p>Supplemental Instructional Supports</p> <p>The Education Services Division will provide supplemental, evidence-based instructional materials to support the implementation of academic programs and target learning recovery efforts for underperforming student groups. The purpose is to close academic achievement gaps and ensure all students have access to high-quality instructional resources tailored to their needs.</p> <p>Although all students will benefit from supplemental materials, the action is principally directed at English Learners, Low-Income, and Foster Youth students.</p> <p>Provide instructional materials (i.e., consumable materials, books, intervention programs, subscriptions/licenses, etc.)</p> <p>The efficacy of this action will be reflected in these metrics: M2.1- 2.12, M2.31</p>	Fully Implemented	<p>All elementary and middle school students have completed the STAR assessment twice, showing improvements across various school sites and grade levels, with the most significant growth in 1st and 2nd grades. Elementary students have access to Freckle ELA and Math, completing tasks as expected for this time of year. Lalilo training for primary grades is scheduled for January.</p>	\$600,000.00	\$429,658.31

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
2.7	<p>Advancement Via Individual Determination (AVID)</p> <p>The Educational Services Division will increase college and career preparedness by implementing Advancement Via Individual Determination (AVID) programs at school sites districtwide (elementary, middle, and high school). Although all students will benefit from the implementation of the AVID program at sites, this action is principally directed toward Low-Income and Foster Youth students.</p> <ul style="list-style-type: none"> • Provide hourly support for the implementation of AVID (e.g., college tutors) • Provide staff for the implementation of AVID (e.g., site lead teachers) • Provide staff with training to be able to address the needs of Low-Income students (i.e., conferences, workshops, etc.) • Provide instructional materials to support instruction (i.e., digital access to AVID materials, AVID program fees, instructional supplies, etc.) <p>The efficacy of this action will be reflected in these metrics: M1.3, M1.9, M1.11, M1-12, M1.15-1.19, M1.25-1.32, M2.3, M2.6-2.11, M2.21, M2.25, M2.30</p>	Fully Implemented	The district has paid for districtwide memberships to enhance educational resources. Secondary tutors have been trained and are actively working on an hourly basis to support student learning. Coordinators are participating in trainings and attending monthly meetings to ensure effective program implementation. No additional actions are currently required.	\$1,500,000.00	\$1,346,476.37

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
2.8	<p>College and Career Readiness Programs</p> <p>Educational Services will provide professional development and support various programs to ensure no financial barriers prevent full participation of unduplicated student groups in college readiness activities. While all student will benefit from this support, this action is principally directed toward Low- Income and Foster Youth students.</p> <ul style="list-style-type: none"> • Provide access to Advanced Placement (AP), PSAT, and SAT exams (i.e., fees, boot- camps, materials) • Provide staff with training to be able to address the needs of Low-Income students (i.e., conferences, workshops, etc.) • Offer Dual Enrollment (DE) programs through partnerships with the Community College District • Provide field trips to local colleges and universities to cultivate a college- going culture <p>The efficacy of this action will be reflected in these metrics: M2.20- 2.28, M2.34</p>	Fully Implemented	The MidYear LCAP report highlights a 5.2% increase in student preparedness, with 52.1% of students identified as prepared, though this is still 2.5% below pre-COVID levels. Students identifying as two or more races saw a decline of 8.5%, with 53.2% prepared. In contrast, English Learners (ELs), Long-Term English Learners (LTELs), and students with disabilities experienced increases of 7.3%, 7.9%, and 5%, respectively.	\$910,000.00	\$861,294.19

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
2.9	<p>Summer School/Credit Recovery High School sites will offer programs for students off-track for graduation, focusing on accelerating progress for Foster Youth, English Learners, and Low- Income students. This is measured by an increase in graduation rates and college/career preparedness for these students.</p> <ul style="list-style-type: none"> • Provide staff for summer school opportunities (i.e. teachers, support staff) • Provide staff compensation for providing credit recovery courses • Provide instructional materials for summer school and credit recovery <p>The efficacy of this action will be reflected in these metrics: M2.21- 2.28, M2.34</p>	Fully Implemented	In Summer 2024, 786 students participated in credit recovery, completing a total of 1,296 courses. This program enabled fourteen students to graduate.	\$720,000.00	\$654,605.08

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
2.10	<p>Instructional Technology and Innovation</p> <p>The Instructional Technology and Accountability Department will support schools with innovative technology programs, professional development, and technology tools designed to provide students equitable access to meet or exceed grade level content standards. While all students will benefit from this action, it is principally directed to support English Learners, Foster Youth, and Low Income students.</p> <ul style="list-style-type: none"> • Provide district staff to provide professional development, data analysis, and support for implementation of innovation initiatives (i.e., Director, Coordinators, Teachers on Assignment, support staff) • Provide instructional materials, equipment, and supplies for instructional technology and innovation programs (i.e., specialized technology, maker space consumables, etc.) • Provide ongoing data analysis and progress monitoring to inform instruction <p>The efficacy of this action will be reflected in these metrics: M2.1- 2.12, M2.30</p>	Partially Implemented	<p>The Instructional Technology department is fully staffed to support students in using computers and applications, facilitating access to the core curriculum and meeting 21st-century learning needs. Computer programs and applications have been purchased and are being implemented across all schools. The IT Department, along with Curriculum and Instruction, provides ongoing professional development and training for the use of these online programs.</p>	\$2,220,000.00	\$2,020,862.31

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
2.11	<p>Targeted Special Education Supports District and site-based staff will provide targeted Special Education supports for students in general education and separate class settings for students age 3-22. Additional supports and services include: extended school year (ESY), adult transition program, language and speech services, occupational therapy, adaptive physical education, and transportation provided based on IEP team determination to address disability needs and close the achievement gap.</p> <ul style="list-style-type: none"> • Provide specialized district and site staff (including Redlands USD employees and contracted services) • Provide instructional materials, equipment, and supplies • Provide coaching, professional development, and administrative support 	Fully Implemented	The MidYear LCAP report highlights that targeted special education supports are provided to students as outlined in their individualized education plans. These supports encompass a broad spectrum, ranging from inclusion to addressing extensive needs, ensuring that each student's unique requirements are met effectively.	\$57,074,766.00	Mid Year Data Not Available

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
2.12	<p>Expanded Learning Opportunities Program The Expanded Learning Opportunities (ELO) Program provides funding for after school and summer school enrichment programs for kindergarten (including transitional kindergarten) through sixth grade. ELO-P will allow schools to increase service offerings that focus on developing the academic, social, emotional, and physical needs and interests of pupils and give unduplicated pupils and families the flexibility to participate based on their needs and interests.</p> <ul style="list-style-type: none"> • Provide designated district and site staff • Provide instructional materials, equipment, and supplies • Provide expanded learning opportunities through assemblies and field trips, including opportunities during school breaks and on weekends • Provide coaching, professional development, and administrative support 	Fully Implemented	The Expanded Learning Opportunities (ELO) program in RUSD is available at all elementary (TK-5) and middle (6th grade) schools, with nine elementary schools offering a comprehensive ELO program known as the Exploration Experience. This initiative provides additional certificated and classified staff, services, supports, and opportunities for students with the highest needs, prioritizing foster, homeless, and low-income students as per ELOP state guidance. To maximize student participation after school, RUSD collaborates with ASES, Boys and Girls Club, and YMCA, serving nearly 2,000 students daily.	\$15,955,916.00	\$13,955,600

Goal 3

Goal Description				
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 of All, 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.				
Expected Annual Measurable Objectives				
Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
3.1	Teacher Assignment/Rate of teacher misassignment, District Wide: Percentage of Redlands Unified teachers who are fully credentialed and appropriately assigned Source: CA Dashboard - Local Indicator	2022-2023 School Year 88.1% of teachers are fully credentialed and appropriately assigned	No applicable data for Mid-Year Report	100% of teachers fully credentialed and appropriately assigned
3.2	Instructional Materials Aligned to State Standards/Student access to standards-aligned instructional materials, District Wide: Percentage of students with access to the current board adopted materials Source: CA Dashboard - Local Indicator	2022-2023 School Year 100% of students have the current board adopted materials	2023-2024 School Year 100% of students have the current board adopted materials	100% of students have the current board adopted materials
3.3	SARC Reporting FIT Reports, District Wide: Percentage of schools meeting "Exemplary" or "Good" standard Source: District Data	2023-2024 School Year 100% of schools met ""Exemplary"" or ""Good"" standard	No applicable data for Mid-Year Report	100% of schools met "Exemplary" or "Good" standard

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
3.4	Students access to enrollment in all required areas of study, District Wide: All students will have access and enrollment in a broad course of study Source: CA Dashboard - Local Indicator	2022-2023 School Year All students have access and enrollment in a broad course of study	No applicable data for Mid-Year Report	All students have access and enrollment in a broad course of study
3.5	Parent Input in Decision Making, District Wide: District progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making Source: CA Dashboard - Local Indicator	2022-2023 School Year District progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making (including families of unduplicated student groups and students with exceptional needs): FULL IMPLEMENTATION Parents/Families provided with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups (including unduplicated student groups and students with exceptional needs) in the school community: FULL IMPLEMENTATION	2023-2024 School Year District progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making (including families of unduplicated student groups and students with exceptional needs): FULL IMPLEMENTATION Parents/Families provided with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups (including unduplicated student groups and students with exceptional needs) in the school community: FULL IMPLEMENTATION	Maintain Full Implementation

Actions & Measuring and Reporting Results - Goal 3

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
3.1	Recruitment and Retention of Qualified Staff The Human Resources Department will recruit, hire, and retain highly qualified, experienced staff for schools with the highest Unduplicated Pupil Percentage (UPP) to improve achievement in ELA, Math, and ELD. Although all students will benefit from an experienced staff, this action is principally directed at English Learners, Low-Income, and Foster Youth students. <ul style="list-style-type: none"> • Provide staff to support hiring and retention of highly qualified staff: (e.g., personnel support staff) • Develop coaching and mentoring structures • Host recruitment fairs and actively seek experienced staffing candidates The efficacy of this action will be reflected in these metrics: M2.1- 2.11, M3.1	Partially Implemented	The district continues to prioritize the recruitment and retention of highly qualified staff to ensure consistent, high-quality instruction. This effort is critical to sustaining student growth in all indicators.	\$991,338.00	\$84,402.00

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p>New Teacher Support Program The Human Resources Division will support new teachers, especially those in schools with a higher Unduplicated Pupil Percentage (UPP), by bolstering the new teacher induction program, which includes professional development and evidence-based strategy modeling to improve student outcomes on state assessments. Although all students will benefit from well trained teachers, this action is principally directed at English Learners, Low-Income, and Foster Youth students.</p> <ul style="list-style-type: none"> • Provide staff to support new teachers: (e.g., Induction Lead (TOA), support staff; hourly compensation for induction coaches) • Develop coaching and mentoring structures (training, professional development, induction support) <p>The efficacy of this action will be reflected in these metrics: M2.1- 2.11, M3.1</p>	Fully Implemented	The Teacher Induction Program remains a cornerstone of our professional development strategy, with 1 full-time Teacher on Assignment (TOA) serving as the Lead Induction Coach and a network of experienced teachers providing individualized coaching across the district. This mentorship and support have a direct impact on instructional quality. The district continues to partner with RCOE to provide necessary induction program support.	\$400,000.00	\$378,529.84

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
3.3	<p>Access to Internet and/or Devices</p> <p>The Technology Services and Innovation, Technology, and Innovation Departments will supplement online programs and services to improve student achievement in ELA and Math by providing additional technology and support, above and beyond the Williams requirement. Although all students will benefit from additional support, this action is principally directed toward Low-Income students and Foster Youth.</p> <ul style="list-style-type: none"> • Provide staffing to support technology (e.g., Director, systems and network specialists, helpdesk staff) • Provide access to online programs and services (i.e., Google, Gaggles, etc.) • Provide access to educational technology to support classroom instruction (i.e. laptops, tablets, desktops, Newline boards, etc.) <p>The efficacy of this action will be reflected in these metrics: M2.1- 2.11, M3.2, M3.4</p>	Fully Implemented	Hotspots have been purchased and distributed to all families requesting them to support home internet access. Gaggles has been acquired and is being implemented to monitor unsafe and potentially harmful information within the Google Domain. The IT department is fully staffed to support internet access for all students.	\$3,800,000.00	\$3,333,903.29

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
3.4	<p>Access and Opportunities</p> <p>The Categorical Programs Department will provide site-based personnel, supplemental instructional programs and materials, technology, professional development, and parent-family engagement opportunities, based on the needs of individual schools as outlined in each school's School Plan for Student Achievement (SPSA) to support and improve the English Language Arts and programs. To promote positive school climates, improve attendance, and reduce suspensions, plans will include strategies and activities to address social-emotional, behavioral, and mental health needs as identified through a comprehensive needs assessment. SPSAs are aligned to this LCAP. Although all students will benefit from access and opportunities, this action is principally directed at English Learners, Low-Income students, and Foster Youth.</p> <ul style="list-style-type: none"> - Provide staffing (i.e. support staff, family engagement staff, teachers, aides, substitute teachers, extra hourly compensation) - Provide staff with training (i.e. conferences, consultants, books, coaching) - Provide instructional materials (i.e. instructional supplies, intervention consumable materials, technology) - Provide entrance fees and transportation costs for educational field trip opportunities <p>School Plans can be found here: https://www.redlandsusd.net/fs/adm in/site/pages/19683 The efficacy of this action will be reflected in these metrics: M1.1, M1.2, M2.1, M2.12, M2.13, M2.18, M2.25, M3.2, M3.4</p>	Fully Implemented	All sites are implementing school plans (SPSA) using LCAP funds. School Site Councils have reviewed the mid-year SPSA progress for their respective sites.	\$3,861,769.00	\$3,303,599.38

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
3.5	<p>Enhanced Facilities Projects</p> <p>The Business Services Division will implement enhanced facilities projects to develop innovative learning spaces, such as Garner Holt labs, Z-Space labs, Outdoor Learning Spaces, and enhanced innovation library spaces, principally directed toward Equity Support Program (ESP) sites with high numbers of unduplicated student populations. These innovative learning spaces aim to create enthusiasm for learning, support student connectedness to school sites, and provide equitable access and opportunities for foster youth, English learners, and low- income students. Sites will be identified for these projects through the use of data on unduplicated student groups and achievement gaps. While all students will benefit from these innovative learning spaces, the action is principally directed to support the needs of foster youth, English learners, and low-income students by targeting schools with high concentrations of these student groups and addressing contributing factors to achievement gaps.</p> <ul style="list-style-type: none"> • Provide staffing (i.e., coordinators and support staff) • Provide materials and supplies (i.e., construction materials, technology, furniture) • Provide contracted services for facility improvement <p>The efficacy of this action will be reflected in these metrics: M1.1, M1.2, M3.3</p>	Fully Implemented	The MidYear LCAP report highlights the installation of updated playground equipment designed to meet physical education standards and enhance the site. This initiative aims to provide students with improved facilities that support physical activity and overall well-being. The new equipment not only aligns with educational goals but also enhances the aesthetic and functional aspects of the playground, benefiting both students and the community.	\$1,148,485.00	\$1,378,027.00

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
3.6	<p>Transportation</p> <p>The Transportation Services Department will ensure access to in-person instruction by providing transportation services. Although all students will benefit from transportation services, this action is principally directed to Low- Income and Foster Youth students.</p> <ul style="list-style-type: none"> • Provide staff to support transportation (e.g., Director, drivers, bus aides, support staff) • Provide transportation (i.e., district transportation, city bus passes) <p>The efficacy of this action will be reflected in these metrics: M1.1, M1.2</p>	Fully Implemented	Transportation services support students by providing home-to-school transit, facilitating field trips and events, and offering after-school and expanded learning opportunities. The transportation staff ensures safe and efficient operations across all these services.	\$3,220,000.00	\$2,682,496.90
3.7	<p>LCAP Program Coordination</p> <p>The District will provide staffing and resources to all Redlands USD educational partner groups to ensure equity in the development, implementation, and monitoring of the Local Control Accountability Plan to support the unique needs of and improve academic, SEL, and behavioral outcomes of low-income students, foster youth, and English learners.</p> <ul style="list-style-type: none"> • Provide staffing (i.e. Coordinator and support staff) • Provide materials and supplies <p>The efficacy of this action will be reflected in these metrics: M3.5</p>	Fully Implemented	The MidYear LCAP report highlights that 24 school site SPSAs are currently in progress, with ongoing monitoring of budgets and activity implementation. The LCAP Advisory Committee has been established, ensuring representation from all required student groups and educational partners. A Thought Exchange related to the LCAP occurred January 16-23.	\$392,310.00	\$388,314.73

Goal 4

Goal Description				
<p>Redlands Unified School District will leverage the LCFF Equity Multiplier funds to systematically address the educational disparities and barriers faced by underserved students, including low-income students, English learners, students with disabilities, African-American students, Hispanic/Latino students, homeless students, and foster youth, thereby promoting academic achievement and well-being for all students at Orangewood High School by the end of the 2026-2027 school year.</p> <p>Based on the 2023 California School Dashboard, Orangewood High School student groups are performing in the lowest range in the following indicators: Suspension Rate - All students, Hispanic or Latino, and Low-Income students (metric 4.1)</p> <p>Graduation Rate - All students, Hispanic or Latino, Low-Income, and Homeless students (metric 4.2)</p> <p>College/Career Indicator - All students, English Learners, Hispanic or Latino, Low-Income, and Homeless students (metric 4.3)</p>				
Expected Annual Measurable Objectives				
Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
4.1	Suspension Rate, Orangewood: Percentage of students suspended 1 or more times during the school year by student group Source: CA School Dashboard	2023 Dashboard ALL 12.3% Hispanic - 12.6% Low Income - 11.9%	2024 Dashboard ALL: 5.9% Hispanic: 5.1% Low Income: 5.8%	ALL - 5.5% Hispanic - 5.5% Low Income - 5.5%
4.2	Graduation Rate, Orangewood: Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: CA School Dashboard	2023 Dashboard ALL 57.1% Hispanic - 57.5% Homeless Youth- 41% Low Income - 55.8%	2024 Dashboard ALL: 82.2% Hispanic: 83.8% Homeless Youth: 81.1% Low Income: 81.6%	ALL: 80% Hispanic: 80% Homeless Youth: 75% Low Income: 80%
4.3	College/Career Indicator, Orangewood: Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: CA School Dashboard	2023 Dashboard ALL - 1.3% Hispanic - 0.9% English Learner - 0% Homeless Youth- 0% Low Income - 0%	2024 Dashboard ALL: 3% Hispanic: 2.2% English Learner: 0% Homeless Youth: 3.1% Low Income: 3.1%	ALL - 10% Hispanic - 8% English Learner - 7% Homeless Youth - 7% Low Income - 7%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
4.4	School Climate Survey: Orangewood Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Climate Survey	March 2024 Overall Percent Favorable 84%	December 2024 Overall Percent Favorable 82%	Overall Percent Favorable: 95%
4.5	Attendance Rate, Orangewood: Percentage of students who were present by student group Source: District Data - Analysis of Data Report from Aeries	Spring 2024 (March 31, 2024) All –86.1% African American –84.2% Low Income –85.5% English Learner –83.1% Long-Term English Learner – 83.0% Foster Youth –91.6% Homeless Youth –82.6% Students with Disabilities – 88.0%	No applicable data for Mid-Year Report	All – 95% African American – 94% Low Income – 95% English Learner – 93% Long-Term English Learner – 93% Foster Youth – 95% Homeless Youth – 93% Students with Disabilities – 95%

Actions & Measuring and Reporting Results - Goal 4

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Tier I: Behavioral and Attendance Supports</p> <p>Orangewood High School will develop and implement Tier I behavior and attendance supports for all students designed to reduce the rate of suspension and increase attendance.</p> <ul style="list-style-type: none"> • Provide additional staff to coordinate implementation (e.g. Assistant Principal, counselor) • Develop and implement Tier 1 supports • Implement alternatives to suspension, restorative justice, and attendance recovery procedures <p>The efficacy of this action will be reflected in these metrics: M4.1, M4.5</p>	Fully Implemented	<p>The Assistant Principal has fully implemented Tier I supports through Advisory while serving on the MTSS team to oversee alternative suspension practices and restorative justice initiatives. Community engagement has flourished through Quarter Awards, Back to School Night, and Open House events, resulting in a 200% increase in attendance, while staff capacity has grown through leadership development and athletics programs. These efforts have contributed to significant improvements, with suspension rates decreasing by 3% and chronic absenteeism reducing by 30%.</p>	\$205,000.00	\$205,000.00

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
4.2	<p>Tier II: Counseling Supports Orangewood High School will develop and implement Tier II counseling supports for all students designed to increase attendance and promote student well-being leading to increased engagement. OHS will hire an additional 60% counselor to serve all students at the site level like the service of the Academic Case Carriers (Action 1.5) at the district level. This focused and readily available support will be able to address the immediate and unique needs of students attending continuation high school.</p> <ul style="list-style-type: none"> • Provide supplemental staffing (e.g. 60% FTE counselor, additional hourly compensation for support staff) • Provide tiered interventions including enhanced communication, counseling, access to SEL and mental health supports, and meeting with administration • Support positive attendance (i.e. Attendance committee, incentives) • Provide materials and supplies for adequate program facilitation <p>The efficacy of this will be seen in these metrics: M4.1- M4.5</p>	Fully Implemented	The MTSS Team meets weekly to provide comprehensive Tier II and III supports, with the Counselor developing targeted lessons and facilitating small groups for credit recovery. Beyond individual student support and collaboration with the Mental Health Clinician, the Counselor participates in alternative suspension programs, academic intervention meetings, and IST scheduling, while also coordinating outside services for students.	\$90,000.00	\$87,079.00

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
4.3	Tier III: Social-Emotional and Mental Health Supports Orangewood High School will provide Tier III social-emotional and mental health support on campus for all students designed to promote student well-being leading to increased engagement. These on- campus Tier III supports are in addition to existing district-level supports. <ul style="list-style-type: none"> • Provide staffing (e.g., on- campus mental health specialist) • Provide support materials and supplies The efficacy of this action will be reflected in these metrics: M4.4	Fully Implemented	The Mental Health Clinician actively participates in weekly MTSS Team meetings and provides essential SEL support through small groups and individual sessions. Beyond participating in alternative suspension programs, they focus on building positive student relationships across all settings while facilitating connections to outside services.	\$65,000.00	\$33,437.00
4.4	Supplemental Professional Development Orangewood High School will provide access to supplemental professional development for staff in areas such as MTSS practices, credit recovery options, restorative justice, and rigorous academic supports to improve behavioral and academic outcomes, especially for students attending continuation high school. <ul style="list-style-type: none"> • Provide associated fees for professional development (i.e., Conference fees, travel expenses) • Provide substitute coverage for staff attending professional development The efficacy of this action will be reflected in these metrics: M4.1-4.4	Planned	Opportunities for professional development were provided at no cost to the school allowing funds to be reallocated to the other actions.	\$28,400.00	\$0.00

Goal 5

Goal Description

Redlands Unified School District will leverage the LCFF Equity Multiplier funds to systematically address the educational disparities and barriers faced by underserved students, including low-income students, English learners, students with disabilities, African-American students, and foster youth, thereby promoting academic achievement and well-being for all students in District programs including Redlands Independent Study Education (RISE) and Home/Hospital Education (HHE) by the end of the 2026-2027 school year. Since "District Programs" is not a school site identified on the California Schools Dashboard, local data was compiled and reviewed. The need to support positive attendance was identified. Progress will be monitored through Metrics 5.1 and 5.2.

Attendance Rates:

Home/Hospital Education - All students, Low-Income students, English Learners, Foster Youth, African American students, and Students with Disabilities (metric 5.1)

Redlands Independent Study (RISE) - African American students (metric 5.1)

Chronic Absenteeism (elementary only for RISE): All, Low-Income students, and African American students (metric 5.2)

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
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Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
5.1	Attendance Rates, RISE Secondary: Percentage of students who were present by program Source: District Data	Spring 2024 (March 31, 2024) Redlands Independent Study (RISE): 99.6% Low Income 99.5% English Learners 100% Foster Youth NA African American 80.4% Students With Disabilities 100% Home/Hospital Education (HHE): 73.6% Low Income 69.5% English Learners 64.5% Foster Youth 78.7% African American 74.2% Students With Disabilities 75.4%	No applicable data for Mid-Year Report	Redlands Independent Study (RISE): 99.6% Low Income 99.5% English Learners 100% Foster Youth NA African American 95% Students With Disabilities 100% Home/Hospital Education (HHE): 90% Low Income 85% English Learners 85% Foster Youth 90% African American 85% Students With Disabilities 85%
5.2	Chronic Absenteeism, RISE Elementary: Percentage of students chronically absent, by student group Source: District analysis of data extrapolated from CA School Dashboard	2023-2024 (CA School Dashboard) (Elementary RISE only) All 14.8% Low Income 14.3% African American (data group is too small to be considered significant)	No applicable data for Mid-Year Report	All 9% Low Income 9% African American 10%

Metric #	Metric	Baseline	Mid-Year Outcome	Desired Outcome for 2026-2027
5.3	Tiered Intervention Implementation, District Programs: Implementation of tiered intervention supports based on student need Source: Local Survey	Spring 2024 (third quarter survey) FULL IMPLEMENTATION	FULL IMPLEMENTATION	FULL IMPLEMENTATION
5.4	Exit Rate, RISE: Percentage of students exited during the school year who were returned to their home school Source: District Data - Analysis of Data Report from Aeries	2023-2024 School Year 90.9%	No applicable data for Mid-Year Report	50%
5.5	Suspension Rates, District Programs: Percentage of students who were suspended at least one day, by program and student group, through March 31 Source: District Data - Analysis of Data Report from Aeries	Spring 2024 (March 31, 2024) Redlands Independent Study (RISE): 5.6% Low Income 6.3% English Learners 10.0% Foster Youth NA African American 5.9% Students With Disabilities 20.0% Home/Hospital Education (HHE): 3.6% Low Income 7.7% English Learners 0.0% Foster Youth 0.0% African American 0.0% Students With Disabilities 3.0%	No applicable data for Mid-Year Report	Redlands Independent Study (RISE): 1% Low Income 1% English Learners 2% Foster Youth 0% African American 1% Students With Disabilities 2% Home/Hospital Education (HHE): 1% Low Income 1% English Learners 0.0% Foster Youth 0.0% African American 0.0% Students With Disabilities 1%
5.6	Parent Communication Survey, District Programs: Parent survey about school to home communication and overall satisfaction with district programs Source: Local Survey	To be established in Fall 2024	No applicable data for Mid-Year Report	To be determined from baseline once established

Actions & Measuring and Reporting Results - Goal 5

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
5.1	<p>Community Connections</p> <p>The District Programs will build and maintain positive relations with local medical facilities and community agencies to ensure students eligible for home/hospital education (HHE) are identified, enrolled, and supported in a timely manner.</p> <ul style="list-style-type: none"> • Provide additional staff to maintain communication with community agencies • Coordinate efficient processes with community agencies • Coordinate with Special Services to ensure any and all special education needs are addressed in accordance with the student's Individualized Education Plan (IEP), as applicable. <p>The efficacy of this action will be reflected in these metrics: M5.6</p>	Partially Implemented	The District continues to foster strong community connections by ensuring students and families have access to essential resources and support. Efforts are ongoing to expand outreach and improve engagement with community partners. Additional staff is in place to enhance communication with families, coordinate services with Special Services, and provide comprehensive student support. Streamlined processes have improved service efficiency and effectiveness.	\$50,000.00	\$97,411.75

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
5.2	<p>Program Facilitation and Tiered Interventions</p> <p>The District Programs will support student engagement & participation in independent study (RISE) and home/hospital education (HHE) through program facilitation and additional tiered interventions to increase attendance, reduce non- stability rates, and improve academic outcomes for included students.</p> <ul style="list-style-type: none"> • Provide additional staffing to improve communication with families and to facilitate program implementation (e.g., program facilitator, counselor, support staff) • Provide additional tiered interventions including enhanced communication, counseling, access to SEL and mental health supports, and meeting with administration • Provide additional, suitable office and meeting space to support staff, students, and families • Provide supplemental materials and supplies for adequate program facilitation <p>The efficacy of this action will be reflected in these metrics: M5.1-5.6</p>	Partially Implemented	Tiered interventions have been implemented to address students' diverse needs. The RISE program experienced some student turnover. Adjustments have been made to sustain program integrity and effectiveness.	\$300,000.00	\$100,305.21

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
5.3	<p>Additional Instructional Opportunities</p> <p>The District Programs will provide additional learning opportunities through mandatory and optional tutoring for students in independent study (RISE) and home/hospital education (HHE) to improve academic outcomes and college & career readiness.</p> <ul style="list-style-type: none"> • Provide staffing (e.g., extra hourly compensation, additional teaching staff) • Provide scheduled tutoring opportunities for students, especially those performing below grade level • Provide suitable instructional space • Provide instructional materials and supplies <p>The efficacy of this action will be reflected in these metrics: M5.3, M5.4, M5.6</p>	Partially Implemented	Targeted instructional support has been provided to students needing academic reinforcement. Liaison teachers are actively monitoring student progress and ensuring they meet the required instructional hours, enhancing overall engagement and success.	\$95,281.00	\$16,000.00

Goal # Action #	Action Title and Description	Implementation Level	MidYear Outcome Data and Other Evidence	Total Funds Budgeted	Mid-Year Expenditures
5.4	Academic Intervention and Enrichment The District will enhance the learning and overall school experience for students in district programs (primarily RISE & HHE) by providing supplemental materials and equipment necessary for intervention and enrichment. <ul style="list-style-type: none"> • Provide technology for students and for instructional use (i.e. learning lab; classroom technology for additional classroom(s)) • Provide suitable instructional space • Provide supplemental instructional materials and supplies (i.e. supplemental intervention materials) The efficacy of this action will be reflected in these metrics: M5.1- M5.6	Partially Implemented	Classrooms have been modified and updated to provide suitable spaces for counseling, communication, and tiered instruction for intervention and student support.	\$150,000.00	\$16,805.73