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	Email and Phone
Reed Union School District	Kimberly McGrath Superintendent	kmcgrath@reedschools.org 415-381-1112

Goal 1

Goal Description
Each student will demonstrate proficiency and individual annual growth in core academic content areas.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Grades 3-8 CAASPP test results in English language arts (ELA) and math as reported on the California Dashboard.	In 2022-2023, 80.12% of students met or exceeded grade level standards in ELA, and 79.10% of students met or exceeded grade level standards in math on the CAASPP assessment. 70% of 5th and 8th Grade students met or exceeded state science standards. Gaps in achievement were identified by race, and socioeconomic status. Percent met and exceeded by each student group is listed below. ELA: Asian-83% Hispanic or Latino-70% White-80% Two or more races-81% Female-80% Male-80% Socioeconomically disadvantaged- 55%			In 2023-24, 76.24% of students met or exceeded grade level standards in ELA, and 74.60% of students met or exceeded grade level standards in math on the CAASPP assessment. 69% of 5th and 8th Grade students met or exceeded state science standards. Gaps in achievement were identified by race, and socioeconomic status. Percent met and exceeded by each student group is listed below. ELA: Asian-87% Hispanic or Latino-61% White-76% Two or more races-85% Female-77% Male-75% Socioeconomically disadvantaged- 38%	Annual increases over the prior 3 years of achievement in ELA and math as indicated by the California Dashboard for overall and specific student groups.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		NOT socioeconomically disadvantaged-82% Students with Disabilities - 48% EL - 61.1% (4 students reclassified) Math: Asian-91% Hispanic or Latino-64% White-80% Two or more races-76% Female-74% Male-85% Socioeconomically disadvantaged-58% NOT socioeconomically disadvantaged-80% Students with Disabilities- 56% Science: Asian-88% Hispanic or Latino-46% White-71% Two or more races-64% Female-67% Male-73%			NOT socioeconomically disadvantaged-77% Students with Disabilities - 49% Math: Asian-89% Hispanic or Latino-60% White-75% Two or more races-77% Female-71% Male-79% Socioeconomically disadvantaged-38% NOT socioeconomically disadvantaged-77% Students with Disabilities- 49% Science: Asian-93% Hispanic or Latino-75% White-67% Two or more races-71% Female-67% Male-72% EL Progress: 72.7% making progress (increase of 11.6%)	
1.2	Individual annual growth targets as measured by MAP data.	Annual growth from Spring 2022-2023 for average and higher performance growth:			Fall 2024 MAP administration focused on achievement (baseline):	Original - Averaged MAP data will indicate that 70% of students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ELA- 64% Math- 68% EL student data will be disaggregated in the fall of 2024 to establish baseline data and monitored specific progress towards CCSS and ELD standards.			Reading - 74th percentile Math - 74th percentile Science (Middl School) - 82nd percentile EL Fall 2024 MAP achievement: Reading - 45th percentile Math - 54th percentile	will meet their annual growth targets. Modified - Students will continue to demonstrate meeting individual growth targets above the 50% national norm.
1.3	Student schedules and class rosters of broad course of study	100% of students are offered access to a broad course of study including music, art, and PE lessons or courses. EL and special ed services are provided at times that allow 100% of these students in these sub groups to access a broad course of study.			100% of students are offered access to a broad course of study including music, art, and PE lessons or courses. EL and special ed services are provided at times that allow 100% of these students in these sub groups to access a broad course of study.	Maintain that all students will have annual access to a broad course of study
1.4	Teacher Assignment Monitoring	In the 2022-23 school year, 0% teachers were identified as misassigned. (no 2023-2024 data per SARC)			In the 2023-24 school year, 0% teachers were identified as misassigned.	No teacher mis-assignments.
1.5	Facilities in Good Repair (FIT Report)	2022-2023 FIT Report Overall Summary of Facility Conditions Findings: Reed - Exemplary (9/8/23)			All three schools Exemplary for the 2024-2025 School year as reported in the 2023-2024 SARC. Reed (8/12/2024) Bel Aire (8/13/2024)	Maintain 100% average on FIT Report categories.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		BA -Exemplary (8/10/23) DM - Exemplary (8/9/23)			Del Mar (8/14/2024)	
1.6	Sufficiency of Materials (Board Adopted Resolution)	Resolution No. 02-2023/2024 adopted on 9/19/2023 resolved that the Reed Union School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum framework.			Resolution No. 01-2024/2025 adopted on 9/10/2024 resolved that the Reed Union School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum framework.	Maintain access to textbooks and instructional materials for all students.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Embedded Professional Development** Grade PK-8 teachers receive embedded professional development and collaboration time in multiple core content areas. Examples of professional development may include MAP assessment data analysis, writer's workshop, differentiated instruction,	No	Partially Implemented	Changing Perspectives - Full staff professional development in August + 7 site visits to date Momentum in Teaching (Reader's and Writer's Workshop) *Reed Elementary - 4 full days working with teachers	In addition to the PD outlined, our District has a weekly early release day so teachers have time build into their work schedule for professional development and	$15,000.00	$15,391

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and curriculum embedded training by consultants, teachers on special assignment, and teacher leaders. Activities and anticipated costs include, but are not limited to, the use of professional consultants, release time, substitute costs, embedded professional development, software programs, and assessments.			*Bel Aire Elementary - 5 full days working with teachers Math Pilot Professional Development *Amplify - 6 hours of teacher training *iReady - 6 hours of teacher training to date Leadership Development - 21 Grade Level Chairs and District Administrators attended The Art of Transformational Coaching Workshop (2 full days)	collaboration (assessment/data analysis, grade level meetings, department meetings, etc ...)		
1.2	**Research & Development** Research and purchase relevant supplementary materials and professional development in new programs and best instructional practices. Activities and anticipated costs include, but are not limited to, the use of consultants, conferences, and release time for instructional staff, instructional assistants, and administration.	No	Partially Implemented	Math Pilot Professional Development *Amplify - 6 hours of teacher training *iReady - 6 hours of teacher training to date	A crucial element of our curriculum is the provision of supplementary materials and support that enable teachers to effectively differentiate instruction and meet the unique needs of English Language Learners and struggling students.	$10,000.00	$17,391
1.3	**Intervention & Acceleration** Provide support and intervention in all academic areas for English Learners, socioeconomic	Yes	Partially Implemented	3 Full Time Intervention Specialists (one at each site) + Instructional Aides supporting differentiated		$10,000.00	$28,454

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	disadvantaged, homeless or foster students, and students with disabilities through the direction of the classroom teachers, instructional aides, online personalized programs, Intervention Specialists, strategies electives, and response to instruction and intervention programs. These services are principally directed at English Learners, socioeconomic disadvantaged, homeless or foster students, and students with disabilities; however services may also benefit other students in the LEA as directed by teachers. Based on research and local observation, these student groups will benefit from increased time with teachers and instructional aides, personalized programs, and support from intervention specialists.			instruction and intervention programs.			
1.4	**Data Analysis** Grade level teams and departments analyze local and standardized assessment data to guide instruction to meet student needs for all students, with special attention on disaggregated student groups for remediation and additional challenge. Activities and anticipated costs include, but are not limited to, the use of	No	Partially Implemented	Thirteen Grade Level Chairs, representing all three school sites, are leading teams in the analysis of data, the identification of trends, and the development of action plans.		$15,000.00	$8,864

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	professional consultants, release time, substitute costs, embedded professional development, software programs, and assessments.						
1.5	**Designated Support for English Learners** Provide designated and integrated English Learner support and intervention through the direction of the classroom teachers, designated EL teachers, instructional aides, professional development for integrated language acquisition strategies, and online personalized programs. Services will enable English learners to access grade level Common Core State Standards and the ELD standards.	Yes	Partially Implemented	One full time English Learning Grade Level Chair + 3 EL Teachers to support comprehensive programming and instruction. Curriculum & Supplemental Materials to support EL programming and language development: *Language Power! *Lexia English *Kids A-Z ELL *Lang-O-Learn Flashcards *BrainPop ELL *Rosetta Stone *Google Translate		$10,000.00	$24,755
1.6	**Broad Course of Study** Provide students with standards-aligned lessons, courses, and materials in music, PE, and art. All students and teachers will have access to library media centers to support cross curricular learning and instruction.	No	Fully Implemented	100% of students are offered access to a broad course of study including music, art, and PE lessons or courses. EL and special ed services are provided at times that allow 100% of these students in these		$125,460.00	$86,361

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				sub groups to access a broad course of study.			
1.7	**Highly Qualified Teachers** Review teacher mis-assignments and provide support and direction for identified teachers to meet credentialing requirements.	No	Fully Implemented	In the 2023-24 school year, 0% teachers were identified as misassigned. Induction Program = We work with MCOE to support our new teachers with clearing their credentials and incentivize our teacher leaders in being mentors. For 2024-25 school year, we have one teacher and one mentor participating in the program.		$10,000.00	$0
1.8	**Targeted Support for Students with Disabilities** In all academic areas, provide additional support and intervention for students with disabilities through the direction of the classroom teachers, instructional aides, online personalized programs, educational specialists, and Tier 3 response to instruction and intervention programs.	No	Partially Implemented	4 full time Special Education Teachers + 15 Special Education Instructional Aides		$10,000.00	$34,078
1.9	**Before or After School Academic Support** Based on educational partner feedback, provide before or after school academic support for students demonstrating need. These services will be principally	Yes	Partially Implemented	Priority students (EL, Foster Youth, SED) accessing tutoring Fall 2024: *5 at Reed Elementary *16 at Bel Aire Elementary		$15,000.00	$51,070

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	directed towards English Learners, Foster Youth, and Socio-economically disadvantaged students but could be offered to all students as available.			*5 at Del Mar Middle School			
1.10	**Inclusion Specialist** Based on achievement results on the CA School Dashboard, and Special Education Audit with FCMAT, hire an Inclusion Specialist to support students with disabilities being included in general education classrooms. This employee will be the case manager for some students, as well as work with general education teachers to support inclusion in the classroom to help students access Common Core Standards and promote inclusion in the community of learners.	No	Fully Implemented	Full-time Inclusion Specialist employed to support work across all three sites.		$179,211.00	$84,816

Goal 2

Goal Description
Support the development of each student's social and emotional wellness in order to establish a community that promotes inclusion and belonging, prioritizes equity, and celebrates the benefits of the diversity of all members.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Student information system attendance reports	2022-2023 Period 2 attendance rate is district-wide: Reed 95% Bel Aire 95% Del Mar 94% 0% dropout rate continued			2024-25 Attendance rates as of 1/1/25: Reed 95.6% Bel Aire 95.8% Del Mar 96.2% 0% Dropout rate continued	Attendance rates will be maintained at 97% or higher
2.2	Suspension & Expulsion data	2023-2024 DataQuest data indicated a 0.9% suspension rate, and 0% expulsion rate.			Bel Aire 0% Del Mar .05% No expulsions	Maintain 1% or less suspension rate and 0% expulsion rate over the 3 years.
2.3	YouthTruth Survey	Spring 2024 Youth Truth percentile ranking data: Students (Elem) *Engagement-49th %ile *Academic Challenge-36th %ile *Culture-83rd %ile *Belonging-93rd %ile			Youth Truth was administered in November 2024 and results will be shared March 2025.	All student group results are consistent with overall results for all students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		*Relationships-84th %ile Students (Middle) *Engagement-65th %ile *Academic Challenge 73rd %ile *Culture-77th %ile *Belonging-93rd %ile *Relationships-66th %ile Familes *Relationships - 69%ile *Safety - 77%ile Staff *Relationships (Elem) - 79%ile *Safety (Elem) - 88%ile *Relationships (MIddle) - 80%ile *Safety (Middle) - 83%ile				
2.4	Family participation on YouthTruth survey	Family participation rates in November 2023: Reed: 30% Bel Aire: 43% Del Mar: 47%			Family participation rates in November 2024: Reed: 35% Bel Aire: 56% Del Mar: 52%	10% increase each school year. NWEA research shows that an excellent response rate is 50% or higher.
2.5	Student Committees, Clubs, and Leadership Courses Enrollment	50% of students participated in some form of leadership activities in the 2023-			35% of students at Bel Aire participate in clubs.	100% of students will participate in clubs, committees or other engagement or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		24 school year. This includes students in a variety of leadership opportunities.			65% of Bel Aire students are engaged in formal leadership opportunities, including: junior coaching, peer tutoring and the green team. 44% of students at Del Mar participate in clubs. 35 students are WEB leaders at Del Mar. 40 students are enrolled in Leadership at Del Mar. 27 students are enrolled in Business Leadership class at Del Mar.	leadership opportunities.
2.6	Chronic Absenteeism (DataQuest)	2022-2023 District Rate: 15.3% Reed 18.6% Bel Aire 7.9% Del Mar 17.8%			2024-2025 District Rate (as of 1/1/25): 6.7% Reed 6.8% Bel Aire 6.8% Del Mar 6.6%	5% or lower rate of chronic absenteeism for socioeconomically disadvantaged students or students that are not meeting the standard in ELA and Math.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Chronic Absenteeism Tracking and Analysis** Analyze chronic absenteeism data to ensure we are removing barriers to attendance for identified student groups. Provide clear messaging and education to parents on the importance of regular attendance and the impact on their student and the class. Funds will be used to pay hourly time of staff members to analyze absenteeism data and generate educational resources for families.	Yes	Partially Implemented	2024-25 Attendance rates as of 1/1/25: Reed 95.6% Bel Aire 95.8% Del Mar 96.2% 0% Dropout rate		$5,000.00	$0
2.2	**Parent Education** With Changing Perspectives, provide parent education regarding social-emotional supports, as well as strategies to support students with disabilities.	No	Partially Implemented	2 parent education events held: 10/29/25 1/15/25	Recordings of zoom parent education	$2,000.00	$0
2.3	**Community Collaboration**	No	Partially Implemented	Stakeholder group met twice to discuss food	Jan board meeting	$2,000.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Collaborate with community members through forums such as PTA, Foundation, Strategic Planning Collaborative, and other advisory committees to improve wellness and inclusion all for students.			services program and make recommendations to the board. LCAP parent advisory committee met in Fall 2024.			
2.4	**Social-Emotional Programming** Provide developmentally appropriate social-emotional programming and monitor alignment amongst school site programs.	No	Partially Implemented	Reed has implemented Kimochis curriculum in classrooms and through weekly Community time assemblies. Bel Aire piloted 6 Second Step lessons in 2 classes at each grade level. Del Mar implemented Challenge Day 9/30/24 & 10/1/24		$26,750.00	$128
2.5							
2.6	**Student Leadership**	No	Partially Implemented	Broad course of study provided at each school		$7,000.00	$3182

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Enhance and develop student engagement, empowerment, and leadership opportunities. Provide clubs, elective periods, and experiences for students to express leadership at their school and in the community.			that allows students access to art, PE, Spanish, Design Lab at the elementary schools and additional electives at the middle school.			
2.7							
2.8	**Educational Partner Input** Student, family and staff surveys, such as YouthTruth, will be administered to determine needs and associated services and programs.	No	Fully Implemented	Youth Truth was administered in November 2024 and results will be shared March 2025.		$7,000.00	$6,400
2.9	**Targeted Family Partnerships**	Yes	Partially Implemented	The following staff contribute to enhancing		$10,000.00	$8,864

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Based on educational partner feedback from staff and families, action to create more opportunities to connect with families to learn about pressing needs and barriers to learning, including families with students with disabilities. This could include targeted outreach and planning with specific student groups and their families, specifically our EL students, foster and/or homeless families, our socio-economically disadvantaged families and students with disabilities. In addition, strengthen communication between staff and families around academic progress, in-class learnings, and parent education. Consistently share YouthTruth and achievement data with community partners.			connections with targeted students and families: School Counselor Equity and Inclusion GLCs at each site Director of Student Services. LCAP Parent Advisory Committee met 9/26/24.			
2.10	**Employ School Counselor** A school counselor position was created to support students with social and emotional needs. This counselor serves all students in need while also maintaining a priority caseload comprised of socio-economically disadvantaged students and their families.	Yes	Fully Implemented	Full time counselor working .5 at Reed and .5 at Bel Aire.		$179,211.00	$62,831

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 3

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$21,881,899	$21,833,369
LCFF Supplemental/Concentration Grants	$154,092	$155,180