



Reed Union School District

2024-27 Local Control Accountability Plan (LCAP) Overview for 25-26

LCAP Definition & Purpose: The LCAP is a 3-year state-required plan. We are in the second year of three. Overall, the plan aims to help an entire district toward continual growth. The primary purposes of the plan are to evaluate RUSD’s progress in ensuring equitable opportunities and outcomes between student groups (socio-economically disadvantaged, English Language Learners, Foster/Homeless youth, and students with disabilities), engage local educational partners in evaluation of current programs and for setting future goals, and show RUSD’s efforts, progress, and allocation of resources in meeting set goals. The state notes that about \$163,410 of RUSD’s approximate \$33.08 million budget should be allocated for increasing or improving services for students with high needs. For 2025-26, RUSD has tied \$753,582 to LCAP actions/services with \$372,772 dedicated towards increasing or improving services for students with high needs.

Focus 1 Academic Achievement	Focus 2 Social-Emotional Well-Being
Goal 1 Each student will demonstrate proficiency and individual annual growth in core academic content areas.	Goal 2 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.
Stakeholder Input Goal 1 RUSD met with educational partner groups. Survey data collected from students, staff, and parents provided feedback on academic needs for students. Furthermore, two LCAP Advisory Committee meetings provided invaluable input and guidance. Goal 1 responses consistently emphasized the critical role of interventions, targeted student support, and after-school tutoring in driving academic achievement. Teacher and staff specific input findings: - The desire for additional staff professional development - Desire for additional student tutoring - The need for additional curriculum adoptions and work with instructional frameworks Student and parent specific input findings: - The high impact of intervention and acceleration - The importance of student leadership - Strengthening communication between families and school staff regarding student progress and how families can support those needs	Stakeholder Input Goal 2 RUSD efforts for stakeholder input included strategic planning meetings, task force collaboratives, Board meetings, surveys, and data review meetings for the following findings: - Increase student leadership skills and opportunities - Additional enrichment opportunities that provide enriching educational experiences - Further development of Tier II intervention Teacher and staff specific input findings: - The desire for additional staff professional development - Social emotional, wellness, and inclusion work - Alignment of LCAP goals to the RUSD Strategic Plan Student and parent specific input findings: - Students’ social and emotional well-being - The value of enriching opportunities - Desire for more leadership opportunities - Strengthening communication between families and school staff regarding student progress and how families can support those needs
Outcomes Goal 1 1. In 2023-24, 76% of students met or exceeded ELA CAASPP. Our goal is to increase scores by 3-5%. - Socioeconomically disadvantaged - 38% - Students with Disabilities - 49% 2. In 2023-23, 75% of students met or exceeded Math CAASPP - Socioeconomically disadvantaged - 38% - Students with Disabilities - 49% 3. Spring 2025 MAP growth percentile (goal is 50th): - Reading = 57% & Math = 63% - EL Reading = 55% & EL Math = 59% - SED Reading = 45% & SED Math = 54% 4. Maintain access to a broad course of study.	Outcomes Goal 2 1. In 23-24, attendance rates were at 95%. Our goal is to increase attendance rates to 97% or higher at all 3 sites.
Categories of Actions Goal 1 1. Embedded Professional Development	Categories of Actions Goal 2 1. Chronic Absenteeism Tracking and Analysis