Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 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%		In 2024-25, 81% of students met or exceeded grade level standards in ELA, and 79% of students met or exceeded grade level standards in math on the CAASPP assessment. 68% 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-90% Hispanic or Latino-64% White-83% Two or more races-81% Female-85% Male-76% Socioeconomically disadvantaged- 53%	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%		NOT socioeconomically disadvantaged-83% Students with Disabilities - 41% Math: Asian-94% Hispanic or Latino-72% White-79% Two or more races-80% Female-75% Male-83% Socioeconomically disadvantaged-49% NOT socioeconomically disadvantaged-81% Students with Disabilities- 46% Science: Asian-93% Hispanic or Latino-40% White-69% Two or more races-74% Female-69% Male-67%	
1.2	Individual annual growth targets as measured by MAP data.	Annual growth from Spring 2022-2023 for average and higher performance growth: ELA- 64% Math- 68%	Spring 2024-25 MAP Achievement and Growth OVERALL Reading: *Achievement = 73%		Fall 2025 MAP administration is focused on achievement data (determine baseline) OVERALL	Original - Averaged MAP data will indicate that 70% of students will meet their annual growth targets.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		EL student data will be disaggregated in the fall of 2024 to establish baseline data and monitored specific progress towards CCSS and ELD standards.	*Growth (Spring to Spring) = 57% Math: *Achievement = 77% *Growth (Spring to Spring) = 63% EL STUDENTS Reading: *Achievement = 48% *Growth (Spring to Spring) = 55% Math: *Achievement = 59% *Growth (Spring to Spring) = 59% SED STUDENTS Reading: *Achievement = 48% *Growth (Spring to Spring) = 45% Math: *Achievement = 49% *Growth (Spring to Spring) = 54%		Reaching Achievement = 77% Math Achievement = 77% EL STUDENTS Reading Achievement = 47% Math Achievement = 56% SED STUDENTS Reading Achievement = 60% Math Achievement = 59%	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. Strategic student centered scheduling allows for access:	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		*intervention blocks in elementary allow students who need services not to be pulled out of core, specials, or PE *7 period day at the middle school allows students to receive intervention and still have access to electives				
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 2024-2025 data per SARC)		In the 2024-25 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) BA -Exemplary (8/10/23) DM - Exemplary (8/9/23)	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) Del Mar (8/14/2024)		All three schools in Good Repair Status for the 2025-2026 School year as reported in their current SARC reports. Reed (8/12/2025) Bel Aire (8/13/2025) Del Mar (8/14/2025)	Maintain 100% average on FIT Report categories.
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	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		Resolution No. 01-2025/2026 adopted on 9/09/2025 resolved that the Reed Union School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content	Maintain access to textbooks and instructional materials for all students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		standards and consistent with the cycles and content of the curriculum framework.	standards and consistent with the cycles and content of the curriculum framework.		standards and consistent with the cycles and content of the curriculum framework.	
1.7	EL English Language Proficiency	61.1% EL students making progress in their English language proficiency 4 students reclassified	72.7% EL students making progress in their English language proficiency 14 students reclassified		76.5% EL students making progress in their English language proficiency. In the 2024-25 school year, 22 students reclassified: *Thirteen students were reclassified from Reed Elementary School. *Two students were reclassified from Bel Aire Elementary School. *Seven students were reclassified from Del Mar Middle School.	Continued student progress towards English language proficiency. With such a low percentage of EL students, we recognize our numbers will fluctuate year to year so we really have to examine growth on an individual student basis.

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, and curriculum embedded training by consultants, teachers on	No	Ongoing Implementation	Substitute funds for staff to participate in embedded professional development related to core curriculum training, instructional	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 collaboration	$61,192.00	$54,473.00

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
	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.			best practices, and team planning time. Some examples listed below: *PK-5 Amplify Desmos Math PD *Orton Gillingham Training at MCOE *WIN planning and development	(assessment/data analysis, grade level meetings, department meetings, etc...)		
1.2	**NEW ACTION - Instructional TOSA** This position will broaden Tier 1 support across our schools and strengthen our intervention and acceleration programming within our MTSS framework.	No	Ongoing Implementation	1.0 Full Time Instructional TOSA focused on: *Professional Development & Staff Growth: Leads the design and delivery of high-quality professional learning opportunities—such as workshops, seminars, and learning modules—to align staff with district goals and foster a culture of continuous improvement. *Instructional Coaching & Mentorship:		$207,918.00	$117,728.15

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
				Provides individualized support to teachers through classroom observations, co-planning, and modeling best practices, while offering actionable feedback to improve differentiated instruction and student engagement. *Curriculum & Data Integration: Supports the implementation of rigorous Tier 1 and Tier 2 instruction and analyzes student data to inform decision-making, ensuring that curriculum and instructional action plans are aligned with standards and research-based best practices.			
1.3	**Intervention & Acceleration** Provide support and intervention in all academic areas for English Learners, socioeconomic disadvantaged, homeless or foster students, and students with disabilities through the direction of the classroom	Yes	Ongoing Implementation	3.6 Full Time Intervention Specialists + Instructional Aides supporting		$68,355.00	$24,058.72

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
	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.			differentiated 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 professional consultants, release time, substitute costs, embedded professional development, software programs, and assessments.	No	Ongoing Implementation	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.	District and site leadership are supporting staff in better understanding the various forms of data and their uses, and how to facilitate data driven dialogues / data talks.	$9,750.00	$4,875.00
1.5	**Designated Support for English Learners**	Yes	Ongoing Implementation	One full time English		$28,300.00	$19,425.00

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
	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.			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			
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	Ongoing Implementation	4.6 full time Special Education Teachers + 16 Special Education Instructional Aides (12.67 FTE)		$79,449.00	$40,610.04
1.9	**Before or After School Academic Support** Based on educational partner feedback, provide before or after school academic	Yes	Ongoing Implementation	Priority students (EL, Foster Youth, SED)		$115,000.00	$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
	support for students demonstrating need. These services will be principally directed towards English Learners, Foster Youth, and Socio-economically disadvantaged students but could be offered to all students as available.			accessing tutoring Fall 2025: *1 student at Reed Elementary *9 students at Bel Aire Elementary *11 students at Del Mar Middle School			

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 district-wide: Reed 95% Bel Aire 95% Del Mar 94% 0% dropout rate continued	2023-24 Period 2 attendance rate is : Reed: 95.07% Bel Aire: 95.01% Del Mar: 95.12% 0% dropout rate continued		As of 1/6/26, attendance rate is: Reed: 96.1% Bel Aire: 96.4% Del Mar: 95.7%	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.	Suspension Rate: 7 / 1066 = .66% Expulsion Rate: 0%		Suspension and Expulsion rate= 0%	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	Nov 2024 Youth Truth percentile ranking data: Students (Elem) *Engagement-69th %ile *Academic Challenge-18th %ile *Culture-92nd %ile *Belonging-81st %ile		Administering in January 2026	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	*Relationships-75th %ile Students (Middle) *Engagement-67th %ile *Academic Challenge 77th %ile *Culture-87th %ile *Belonging-96% %ile *Relationships-84th %ile Familes *Relationships (Elem) - 82nd%ile *Safety (Elem) - 87%ile *Relationships (MIddle) - 84th%ile *Safety (Middle) - 92nd%ile Staff *Relationships (Elem) - 83rd%ile *Safety (Elem) - 92nd%ile *Relationships (MIddle) - 83rd%ile *Safety (Middle) - 90th%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 2023: Reed: 35% Bel Aire: 56% Del Mar: 52%		Administering in January 2026	10% increase each school year. Youth Truth research shows that an excellent response rate is 50% or higher.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			**ADD NOTE ABOUT WHEN YOU WILL HAVE THE DATA FOR UNDUP AND SWD - FAMILIES			
2.5	Student Committees, Clubs, and Leadership Courses Enrollment	50% of students participated in some form of leadership activities in the 2023-24 school year. This includes students in a variety of leadership opportunities.	65% of students at Bel Aire participated in one or more form(s) of leadership in the 2024-25 school year. 50% of students at Del Mar participated in one or more form(s) of leadership in the 2024-25 school year.		65% of students at Bel Aire participated in one or more form(s) of leadership in the fall of the 2025-26 school year. 55% of students at Del Mar participated in one or more form(s) of leadership in the fall of the 2025-26 school year.	100% of students will participate in clubs, committees or other engagement or leadership opportunities.
2.6	Chronic Absenteeism (DataQuest)	2022-2023 District Rate: 15.3% Reed 18.6% Bel Aire 7.9% Del Mar 17.8%	2023-2024 District Rate: 9.6% Reed 9.4% Bel Aire 6.3% Del Mar 12.5%		As of 1/6/26, chronic absenteeism rate is: Reed: 5.1% Bel Aire: 4.8% Del Mar: 8.2%	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**	Yes	Ongoing Implementation	As of 1/6/26, chronic absenteeism rate is: Reed: 5.1% Bel Aire: 4.8%		$5,000.00	$1,087.50

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
	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.			Del Mar: 8.2%			
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	In lieu of in person education opportunities, resources are being provided monthly via district newsletters.		$2,500.00	$0.00
2.3	**Community Collaboration** 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.	No	Ongoing Implementation	Wellness & Belonging Task Force met 6 times during the fall and developed an action plan for board consideration in January 2026.		$3,000.00	$0.00

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
2.4	**Social-Emotional Programming** Provide developmentally appropriate social-emotional programming and monitor alignment amongst school site programs.	No	Ongoing Implementation	Reed is implementing Kimochis and Second Step as their SEL programming. Bel Aire is in the midst of curriculum pilot. In the fall, they piloted Character Strong and in the winter/spring they will be implementing Leader in Me SEL curriculum.		$5,000.00	$0.00
2.5							
2.6	**Student Leadership** 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.	No	Ongoing Implementation	65% of students at Bel Aire participated in one or more form(s) of leadership in the fall of the 2025-26 school year. 55% of students at Del Mar participated in one or more		$5,000.00	$0.00

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
				form(s) of leadership in the fall of the 2025-26 school year.			
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	Planned	Family survey being sent January 2026.		$7,000.00	$7,700.00
2.9	**Targeted Family Partnerships** 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	Yes	Ongoing Implementation	Equity and Inclusion GLCs, School Counselor and EL GLC communicate regularly with families to learn about pressing needs and barriers to learning, including families with students with disabilities. This		$9,750.00	$4,875.00

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
	families around academic progress, in-class learnings, and parent education. Consistently share YouthTruth and achievement data with community partners.			includes 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			
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	Ongoing Implementation	Full time counselor employed to work part time at each of the elementary schools. In addition to SEL implementation and support of all students social and emotional needs, the counselor continues to be the point of contact for our targeted student groups (EL, Foster/homeless, SWD, SED)		$146,368.00	$68,094.55

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$22,840,684	$22,678,812
LCFF Supplemental/Concentration Grants	$163,410	$154,704