



Reed Union School District

2024-27 Local Control Accountability Plan (LCAP) Overview for 2025-26

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 Reed Union School District (RUSD) 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. For 2025-2026, the State required that \$155,644 of RUSD's approximate \$32,917,437 million budget should be allocated for increasing or improving services for students with high needs. For 2025-2026, RUSD allocated \$760,638 to LCAP actions/services overall, with \$335,371 dedicated towards increasing or improving services for students with high needs.

Focus 1 Academic Achievement	Focus 2 Social-Emotional Well-Being
Goal 1 <i>Each student will demonstrate proficiency and individual annual growth in core academic content areas.</i>	Goal 2 <i>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.</i>
Stakeholder Input Goal 1 Survey data collected from students, staff, and parents provided feedback on academic and social-emotional learning needs for students. Furthermore, our LCAP Advisory Committee, consisting of students representing identified student groups, provided invaluable input and guidance. Plan analysis, coupled with the comprehensive stakeholder feedback gathered throughout the year, affirmed our goals and action steps. Goal 1 responses consistently emphasized the critical role of interventions, targeted student support, and after-school tutoring in driving academic achievement. This feedback directly informs our next steps, which include a thorough evaluation and enhancement of our intervention and acceleration programs within the MTSS framework, the development of individualized support plans for our priority student populations, and a strengthening of our tutoring program through expanded parent outreach and more targeted instructional support. 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:	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: • Suggestions for increasing opportunities for student leadership skills and opportunities • Additional enrichment opportunities that provide enriching educational experiences • Further development of support programs and Tier II intervention Teacher and staff specific input findings: • The desire for additional staff professional development • Social emotional, wellness, and inclusion work • The alignment of LCAP goals to the RUSD Strategic Plan Student and parent specific input findings: • The need to focus on 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

- 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

Outcomes Goal 1

1. In 2024-25, 81% of students met or exceeded ELA CAASPP
2. In 2024-25, 79% of students met or exceeded Math CAASPP
3. In 2024-25, percent of students meeting or exceeding CAASPP ELA:
 - a. Socioeconomically disadvantaged - 53%
 - b. Students with Disabilities - 41%
4. In 2024-25, percent of students meeting or exceeding CAASPP Math:
 - a. Socioeconomically disadvantaged - 49%
 - b. Students with Disabilities - 46%
5. Spring 2026 MAP Achievement:
 - a. Overall Reading = 78%
 - b. Overall Math = 76%
 - c. EL Student Reading = 49%
 - d. EL Student Math = 52%
 - e. SED Student Reading = 60%
 - f. SED Student Math = 57%
6. Maintain access to a broad course of study.
7. No teacher mis-assignments.
8. Maintain 100% average on FIT Report categories.
9. Maintain access to textbooks and instructional materials for all students.
10. EL English Language Proficiency:
 - a. 76.5% EL students are making progress in their English language proficiency.
 - b. 22 students reclassified in 2024-25

Outcomes Goal 2

1. In 24-25, attendance rates were at 95%. Our goal is to increase attendance rates to 97% or higher at all 3 sites..
2. In 24-25, suspension and expulsion rates were 1%. Our goal is to maintain suspension and expulsion rates.
3. In the January 2026 YouthTruth survey, 82% of elementary students report a positive sense of belonging. Our goal is to increase this percentage to 86%.
4. relationships
5. In the January 2026 YouthTruth survey, family participation increased from 48% to 49%. Our goal is to average 50% or higher across all sites.
6. Students participation in clubs, committees, or other engagement or leadership opportunities reaches 100%.
7. Achieve 5% or lower rate of chronic absenteeism for socioeconomically disadvantaged students or students that are not meeting the standard in ELA and Math.

Categories of Actions Goal 1

1. Embedded Professional Development
2. Instructional Teacher of Special Assignment
3. Intervention and Acceleration
4. Data Analysis
5. Designated Support for English Language Learners
6. Targeted Support for Students with Disabilities
7. Before or After School Academic Support

Categories of Actions Goal 2

1. Chronic Absenteeism Tracking and Analysis
2. Parent Education
3. Community Collaboration
4. Social-Emotional Programming
5. Student Leadership
6. Educational Partner Input
7. Targeted Family Partnerships
8. Employ School Counselor