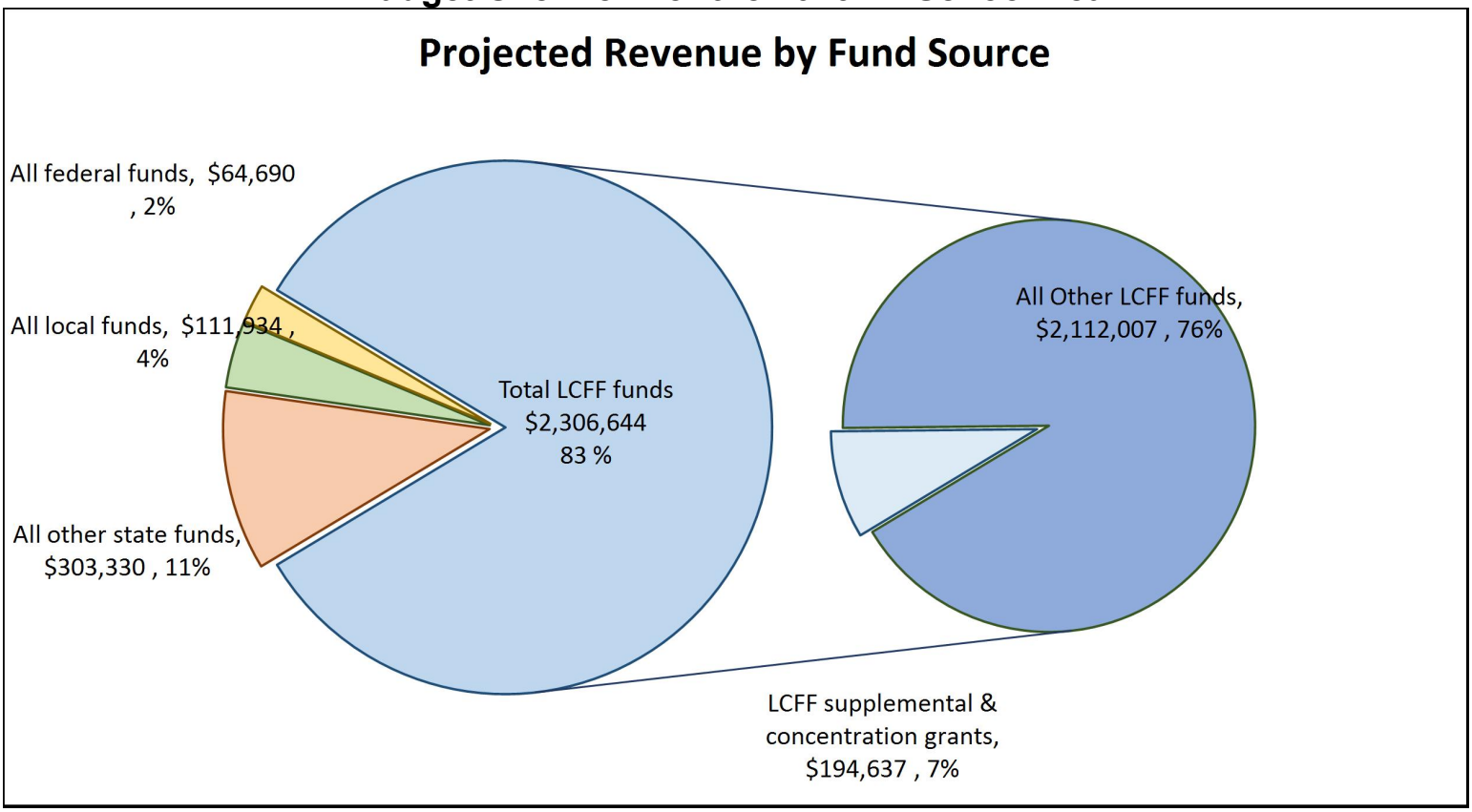
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Reeds Creek Elementary School District
CDS Code: 52716470000000
School Year: 2026-27
LEA contact information:
Jamie Helman
Superintendent
jhelman@reedscreek.org
530-527-6006, ext. 201

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

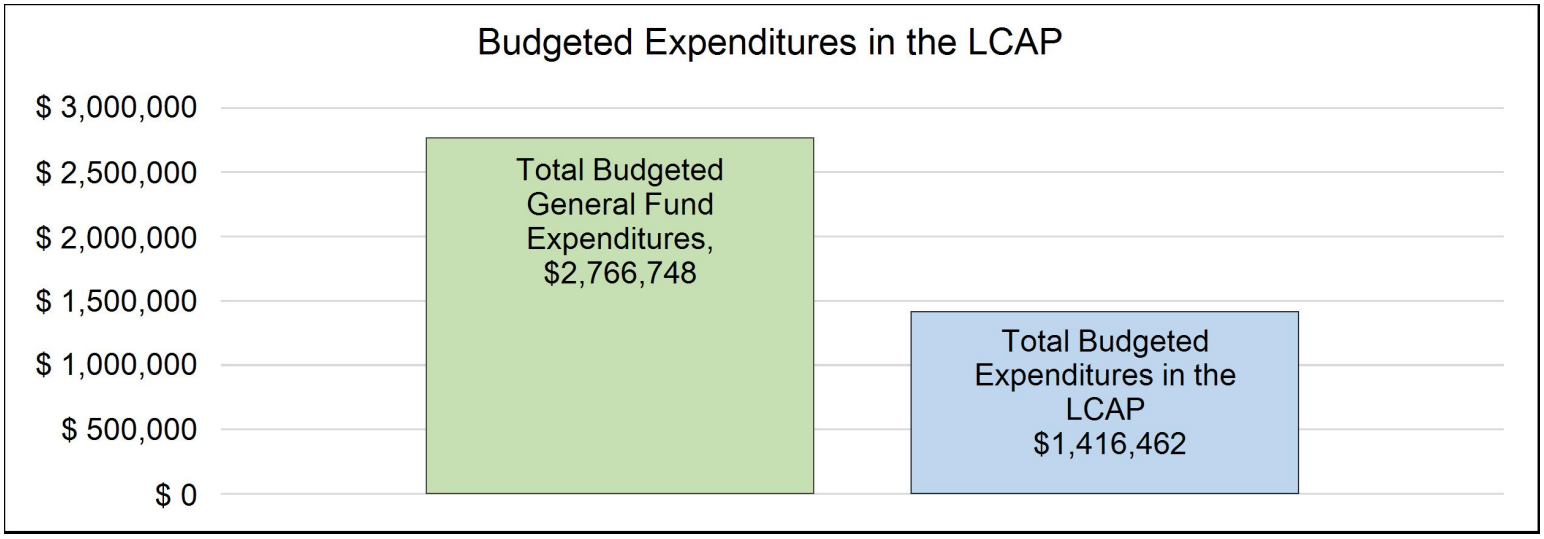


This chart shows the total general purpose revenue Reeds Creek Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Reeds Creek Elementary School District is $2,786,598, of which $2,306,644 is Local Control Funding Formula (LCFF), $303,330 is other state funds, $111,934 is local funds, and $64,690 is federal funds. Of the $2,306,644 in LCFF Funds, $194,637 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Reeds Creek Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Reeds Creek Elementary School District plans to spend $2,766,748 for the 2026-27 school year. Of that amount, $1,416,462 is tied to actions/services in the LCAP and $1,350,286 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

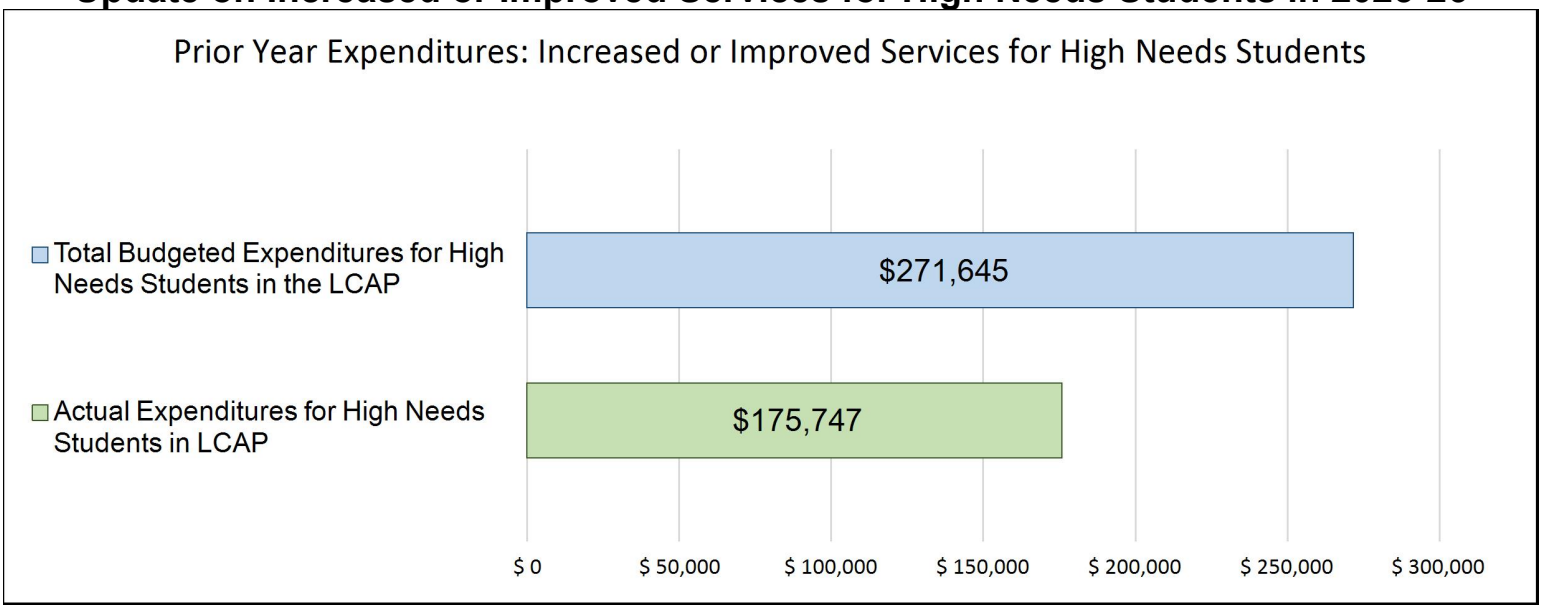
2026-2027 District General Fund expenditures not included in the LCAP are: cost of support staff salary/benefits, classroom curriculum and supplies/materials, office supplies/materials, maintenance staff salary/benefits, maintenance supplies/materials/equipment, technology expenses, technical assistance MOUs, office equipment leases, storage leases, utilities, landscaping services, legal and auditing services, home/school transportation, state categorical programs, and TK-Kindergarten classroom building costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Reeds Creek Elementary School District is projecting it will receive $194,637 based on the enrollment of Foster Youth, English learner, and low-income students. Reeds Creek Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Reeds Creek Elementary School District plans to spend $430,400 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Reeds Creek Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Reeds Creek Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Reeds Creek Elementary School District's LCAP budgeted $271,645 for planned actions to increase or improve services for high needs students. Reeds Creek Elementary School District actually spent $175,747 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $95,898 had the following impact on Reeds Creek Elementary School District’s ability to increase or improve services for high needs students:

The increased/improved services planned in the 2025-2026 LCAP were provided, but in a limited scope due to late personnel hiring and lack of participation in academic interventions and professional development.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Reeds Creek Elementary School District	Jamie Helman Superintendent	jhelman@reedscreek.org 530-527-6006, ext. 201

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Reeds Creek Elementary School District is located in Tehama County, six miles west of the town of Red Bluff. This single-school, TK-8 school district has a physical plant encompassing 23 acres and an attendance area that covers 35 square miles. Reeds Creek ESD is beyond rural and is considered a "Frontier" district in California. Opened in 1861, Reeds Creek is one of the original three schools in Tehama County. Its age, remote location and small enrollment identify it as a district with limited fiscal resources but rich in history. The Reeds Creek community is dedicated to the district and the school. Community members, many of whom attended Reeds Creek ESD, are committed to a strong, supportive, and academically challenging school.

In years past, Reeds Creek was a very small school with multiple combination classes. More recently however, Reeds Creek has been able to increase enrollment through interdistrict agreements with families choosing the school for their child(ren). The May 2026 monthly enrollment report to the Reeds Creek Board of Trustees cited 175 students. Of these, 121 students were students with approved interdistrict transfer applications. Higher enrollment numbers have enabled the district to provide one classroom per grade level. With the increased enrollment, Reeds Creek has been able to provide single-grade classes and hire more teaching staff. The school now has a young teaching staff; over half of its teachers are both new to Reeds Creek and new to the profession. In 2025-2026, the district and school administrators were also new to Reeds Creek.

Reeds Creek DataQuest 2024-2025 student enrollment numbers reflect a much larger student population of 195. Disaggregated student numbers by ethnicity on this report are: 77.9% white, 14.4% Hispanic, 2.6% American Indian/Alaskan Native, 1.5% Two or More Races and 3.6% Not Reported. These 2024-2025 ethnicity percentages are relatively consistent with ethnicity percentages over recent years. The 2024

free/reduced count for Reeds Creek School was 89, which is 45.6%. This represents a drop from 2023-2024 where the district had 96 students with free/reduced eligibility, or 50.5%.

District data for 2025-2026 however, reflect a drop in student enrollment. CALPADS certified data for Fall 2025 cite 188 LCFF eligible enrollment with an unduplicated count of 84 - a unduplicated drop of 5 students from fall 2024. The superintendent's May 2026 enrollment report to the Board cited 175 students enrolled with a free/reduced count for Reeds Creek of 77 students yielding a 44.00 percentage rate. These numbers place Reeds Creek below the percentage necessary for eligibility for multiple grant opportunities. Additionally, the district is not eligible for LCFF Concentration funds. The LCFF qualifying unduplicated student count is based entirely on F/R eligibility.

Beyond student enrollment numbers and F/R percentage, Reeds Creek began the 2025-2026 school year with a small number of English Learners and Foster/Homeless students (fewer than 10). Early in the fall of 2025, however, these unduplicated qualifying students left the district. Local records of ethnicity percentages during 2025-2026, yield the following: 80% White, 10.86% Hispanic, 6.29% Multi-Ethnic (non-Hispanic), 1.71% American Indian, 0.57% Asian, and 0.57% Pacific Islander.

Reeds Creek works the the Tehama County Safe Education and Recreation for Rural Families (SERRF) program (ACES and ELOP) to provided an after-school program that offers homework help, academic coaching, recreational opportunities, meals, and added adult supervision. The district maintains several Memoranda Of Understanding (MOUs) with the Tehama County Department of Education for technology, business, and professional development services. Lastly, in 2024 the district was able to purchase an additional 15 acres to dedicate to a new TK/Kindergarten classroom complex. After two years of funding complications, construction on that complex began in March of 2026. The entire Reeds Creek community is excited at the prospect of additional classroom space and looks forward to construction completion by the start of the 2026-2027 school year.

Reeds Creek is not an Equity Multiplier District.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reeds Creek Elementary School District serves a close-knit, rural community with a strong tradition of family engagement and community support. Our school prides itself on maintaining a safe, welcoming learning environment that supports both academic growth and student well-being. As part of our annual review process, we have examined both state and local performance data as represented on the 2023, 2024 and 2025 California School Dashboards, progress on district monitoring assessments and local data collection, to identify areas of success and opportunities for improvement.

Celebrations and Areas of Growth include -
~ Communication has greatly improved at Reeds Creek. The Board, community, parents, and staff receive multiple notifications, messages, and opportunities for shared voice using a variety of communication tools.
~ Consistency and transparency of message and action have been goals of the new administration. All educational partners report this goal to be successfully achieved this school year.
~ Positive student behaviors have made slow but steady progress during 2025-2026 as reported by district/school educational partners and discipline data.

~ While district/school administration recognize that student achievement data continue to indicate need for improvement, staff and families have begun to look at student achievement and behavior data; data conversations were introduced during 2025-2026 and have been well-received. This is a huge celebration.
~ During 2025-2026, Reeds Creek staff culture has shifted to a student focused culture rather than an adult focused culture; staff is again working as a team.

Review and comparison of the 2023 Dashboard (BASE year) to the 2024 and 2025 Dashboards, yielded the following observations:

1. Chronic Absenteeism: Baseline Chronic Absenteeism rate for 2023 scores as Orange at 10.9%, registering at the lowest performance level. The breakdown indicates attention necessary for the White and SED subgroups.
~ The 2024 Dashboard score shows a 2.9% decrease in Chronic Absenteeism (to 8%) with a focus needed on our SED subgroup (Yellow), generating a total performance level of Green. This was an area of growth.
~ The 2025 Dashboard shows a 7.9% rate of Chronic Absenteeism. This percentage represents a drop of 0.1% from 2024 triggering a Yellow performance level with an assignment of "Maintained." Analysis yields improvement of the SED subgroup from Yellow (2024) to Green. The White subgroup and Students with Disabilities, however, scored Yellow, hence the total district placement of Yellow.

Local 2025-2026 attendance data analysis and one-to-one conversations yielded misunderstandings of attendance parameters - for example, parents believed that an excused absence did not count as an absence. Additionally, some TK and Kinder parents considered attendance optional. During 2025-2026, the district administrative team reported monthly to the Board of Trustees on attendance percentages and year-to-date absences by grade level. The end of month April 2026 schoolwide attendance rate was 94.46%; the year-to-date average was 95.31%. District administration began implementing 10% absence letters in January as an intervention. This practice had not been followed in the past. For 2026-2027, Reeds Creek will participate in the RAISE Network for Attendance in an effort to further improve absenteeism.

2. Suspension Rate: The baseline overall Suspension Rate for 2023 scored as Blue on the Dashboard, with maintenance from the previous year.
~ Suspension for 2024 rose to the Orange level with an increase of 0.9% suspension rate. Due to Reeds Creek's small enrollment, this small number of student suspensions generates a seemingly large percentage. Deeper analysis indicates that it was the White subgroup that scored at the Orange level. The good news here is that the SED and SWD subgroups scored Green and Blue respectively.
~ Suspension for 2025 increased by 1% yielding maintaining the overall performance level of Orange. Students with Disabilities scored Red on the Dashboard, with the White and SED subgroups scoring Orange.

During 2025-2026, District administration implemented a consistent schoolwide approach to behavior management that included common, clear expectations of both students and staff. Additionally the district hired a .8 FTE Mental Health Clinician who worked diligently to establish strong relationships with students and families as well as implement activities and strategies to strengthen student (and in some cases staff) mental health. The Reeds Creek SELPA assigned Resource Teacher also collaborated with school staff and families to address IEP related behavior goals. Local suspension data for the 2025-2026 school year yield a total of 6 suspensions by April.

3. Reeds Creek show no English Learner performance color on the 2023, 2024 or 2025 Dashboard due to very low EL enrollment (less than 10 students).

4. English Language Arts Achievement: The 2023 baseline year Dashboard shows an increase in English Language Arts achievement of 5.5% schoolwide, with White students scoring in the Orange.
~ The 2024 Dashboard however, shows ELA total performance as Orange, with a decline of 11.3 points, impacted by the performance of the White and SED subgroups. This is an alarming trend, signalling an urgent need for strengthening instructional practices, literacy interventions, and increased student engagement in reading and writing across all grade levels.
~ The 2025 Dashboard shows a continued and dramatic decline of 28.9 performance points for ELA placing Reeds Creek ELA 47.9 points below state standard. Both significant student subgroups (SED and White) scored Orange.

At the beginning of the 2025-2026 school year, local qualitative ELA data collected from staff showed a misunderstanding of core vs. supplemental curriculum with a heavy instructional emphasis on supplemental text. Additionally, new district/school administration became aware of the lack of a local student achievement and behavior progress monitoring assessment, subsequent data collection and data analysis for use and improvement. During the 2025-2026 school year, administrative classroom observations, instructional coaching, and professional development took place schoolwide, accompanied by progress monitoring data analysis with all teachers. Local Renaissance ELA performance data collected show slow but steady growth for most students. Renaissance Pre and Post testing results summary (attached) continues to demonstrate an acute need for strengthened ELA instruction and progress monitoring. Some grade levels have median scores that show learning progress (grades 1, 4, 7, and 8), however analysis of subgroup progress (SED and SWD) continue to need attention. Reeds Creek initiated ELA after school interventions in January of 2026, but these interventions were not well attended or thorough. Interventions need to be during the school day and across all grade levels. A common intervention curriculum is needed with training and administrative support for implementation - to include a schoolwide assessment calendar and data analysis/usage.

5. Math Achievement: Math performance on the 2023 Dashboard shows an increase of 7.5% schoolwide, however the SED subgroup is scoring in the Orange.
~ The 2024 Dashboard indicates math performance at the Yellow level with an increase of 3.8 points over 2023, focused on the performance of the White and SED subgroups.
~ The 2025 Dashboard yields a decline in Mathematics performance of 35.1 points, placing Reeds Creek 89.5 points below state standard. After two years of moderate growth, this decline is more than disappointing. The SED subgroup scored at the Red performance level while the White subgroup scored Orange.

Similar to the new work of a focus on ELA instruction and local progress monitoring assessment, Reeds Creek teachers began the new practice of monitoring student Math achievement using a local assessment (Renaissance - whole class data summary attached)) during 2025-2026. Local progress monitoring data during the 2025-2026 school year indicate median score pre/post growth in some grade levels (grades 4, 5, 6 and 8), but two subgroups (SED and SWD) continue to underperform. After school Math interventions were initiated in early 2026, but like the ELA interventions, these sessions were not universally attended and a common curriculum is needed. During 2026-2027, Reeds Creek will initiate interventions during the school day accompanied by a school wide assessment calendar and data analysis/usage. Three Reeds Creek teachers participated in the countywide Math Adoption curriculum review process this year and the district is considering piloting a selected text in some grade levels during 2026-2027.

6. The 2023 Dashboard did not include Science scores for any district statewide.
~ Although no performance colors were assigned on the 2024 Dashboard, Reeds Creek scored 8.5 points below the state standard.

~ The 2025 Dashboard yields an Orange assignment for Science with a decline of 13 points from 2024. Only the White subgroup was numerically significant with 33 students. During 2025-2026, teachers indicated an interest in refocusing instructional attention to Science. The district will pursue Science instruction in 2026-2027.

Future work: To address the areas of concern, Reeds Creek:

ATTENDANCE:
~ will participate in the RAISE Network for Attendance to address Chronic Absenteeism.
~ will continue to address absences through parent education, data collection and monthly reporting, and issuing 10% notification with personal contact to parents/families.
~ will begin a positive attendance recognition program (MTSS aligned) awarding "Panther Bucks" for attendance improvement.

SUSPENSION/STUDENT BEHAVIOR:
~ will continue to implement schoolwide common and consistent expectations and consequences for student behavior. The Student Handbook has been revised to include behavior expectations, consequences, and a school-wide behavior matrix. School administration will provide training to all staff and information to parents on the matrix of behavior/consequence. The Principal will initiate "Conversations with the Principal" to communicate behavior expectations to parents/families.
~ will continue to implement the Character Strong SEL curriculum, within each classroom and across the school campus.
~ will continue to provide a .8 FTE Mental Health Clinician whose responsibilities include individual and small group counseling, teacher/staff professional development and support, and schoolwide relationship building
~ will continue to collaborate with the SELPA assigned Resource Teacher to strengthen student IEP behavior goals and assist with appropriate academic interventions for SWD.

ACADEMIC PERFORMANCE:
~ will continue to strengthen both ELA and Math performance for all grades by strengthening Tier I in-class instruction through focused professional development, implementation of a schoolwide progress monitoring assessment calendar, teacher data analysis, administrative classroom support and instructional coaching. Professional development activities for 2026-2027 will address classroom management (Fred Jones Tools for Teaching), the science of reading (LETRS, Language Essentials for Teachers of Reading and Spelling), and collaborative instructional planning for the use of student achievement data. Reeds Creek is considering piloting a new Math curriculum to determine strength of program in preparation for Math core curriculum adoption in 2027.
~ will adopt SIPPS and IGNITE curriculum for ELA intervention and implement a universal academic intervention rotation ("wheel') in both ELA and Math. Interventions will be multi-grade level and student assignment will be fluid based upon frequent local progress monitoring assessment data. Teacher training will be necessary and provided to both certificated and classified classroom support staff. Classified instructional staff will support intervention implementation by leading small group skill-focused instruction under the direction of a teacher.
~ will continue to strengthen Tier I instruction by participating in training, coaching, and implementation of the tenets of the Multi-Tiered System of Supports (MTSS) in partnership with the Tehama County Department of Education. Reeds Creek MTSS participation during 2026-2027 was well received by teaching staff and helped establish a renewed culture of professional learning schoolwide.
~ will implement a Reading Pals program during the school day utilizing trained community/parent/family volunteers. The Reading Pals materials cart was purchased during 2025-2026 and the initial group of volunteers were trained. Program initiation will begin in the fall of 2026.

~ will strengthen our school library program with book replacement, better shelving and shelf identification, and improved student seating. During 2026-2027, the library will become an important element in strengthening literacy and appropriate student behavior. Reeds Creek has used community volunteers to provide library services to the lower grades. Library space has traditionally been small and shared with the afterschool program. With the opening of the new TK/Kindergarten classroom building in fall of 2026-2027, larger space will become for the school library.
~ teacher needing to clear their preliminary credential will continue to receive training and mentoring through the Tehama Induction Program.

Like other districts, Reeds Creek received Learning Recovery Emergency Block Grant (LREBG) funds. During 2025-2026, LREBG funds were used to purchase Social Emotional Learning materials for the Mental Health Clinician, the Reading Pals materials cart, and for professional development. Remaining LREBG funds will support the student learning needs identified in the district needs assessment - specifically, academic interventions implementation (Action 1.3). Remaining district LREGB funds will be dedicated to the cost of training all teachers and paras in SIPPS (ELA intervention).

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Upon the beginning of the 2026-2027 school year, new district/school administration learned that there had been a dearth of professional development provided to both certificated and classified staff in recent years. Certificated staff professional development needs included effective classroom management, standards-aligned curriculum, instructional and behavioral scaffolding and differentiation, and data analysis for use. Classified staff development needs included effective playground supervision, student-to-student conflict prevention and intervention, relationship strengthening, and consistency of expectations implementation. Additionally, the district hired a new business manager with professional learning needs that included state budgeting requirements and cycle as well as use of the countywide fiscal software. While able to turn to many resources for technical assistance, the district relied heavily upon the Tehama County Department of Education (TCDE) for technical assistance.

District technical assistance received during the 2025-2026 school year included:
~ new teacher support and coaching from the Teacher Induction Program (for 5 of 11 teachers)
~ ELOP guidance and technical assistance from SERRF/ELOP staff
~ budget and fiscal guidance and on-site consultation from the TCDE Business Office
~ professional development and consultation from the Continuous Improvement department team for ELA and Math
~ on-demand technology and data support services from the TCDE Technology department for technology trouble-shooting, Aeries data entry, reports, and training, telephone and e-Rate guidance.
~ human resources best practices consultation from the TCDE HR department
~ consultation and problem solving assistance from administrative staff at the Tehama SELPA
~ legal assistance from the district legal team
~ NorCal ELC participation for the principal
~ consultation and support from Tehama County district and school administrators

Lastly, in 2025-2026, Reeds Creek leadership and staff renewed MTSS participation and implementation efforts. These efforts have focused on strengthening our leadership capacity to implement evidence-based Tier 1 practices that promote cognitive, social-emotional, and academic development for all students. Training has emphasized the use of the cycle of inquiry to examine systemwide practices, identify instructional and equity gaps, and drive data-informed improvements in universal supports. In addition to participation in training sessions, the Reeds Creek MTSS team members worked with an on-site coach to strengthen understanding and initial implementation steps. While initial engagement began with an active leadership team, we recognize that sustaining this work requires continued support and dedication. Moving forward into SY 2026-2027, Reeds Creek is committed to strengthening current internal MTSS leadership structures and transitioning into Tier II learning. We will maintain our partnership with county supports. This continued collaboration will help us preserve momentum in leadership development, refine our systems for student support, and deepen our commitment to equitable and effective practices.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Reeds Creek ESD has no schools eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	During the 2025-2026 school year, parent input on LCAP priorites and actions included: ~ establishment of a working School Site Council (SSC) with regularly scheduled, agenda-driven meetings that addressed Title I budget and support, and feedback on district/school needs (more details on the Reeds Creek SSC below). ~ purchase and frequent use of Parent Square as a means of parent communication and feedback. ~ use of the school Marquee for parent communication and reminders. ~ close collaboration with the Reeds Creek Parent Club for support and communication with parents. ~ a parent/family Google Feedback Survey requesting feedback on school climate, behavior, academics, and relationships. ~ parent participation in Open House, Back to School, holiday functions, breakfast events (Coffee with the Principal, Muffins for Moms) and newly established student awards assemblies.
Staff (including teachers, admin, classified)	On October 22, 2025, Reeds Creek staff were introduced to the LCAP purpose, process, and budget during a staff meeting. At that time, the LCAP goal and actions were discussed, budget allocations shared, and feed back gathered using a gallery walk with post-its to establish priorities. ~ Staff revisited LCAP actions and budget during a staff meeting held on December 10, 2025.

Educational Partner(s)	Process for Engagement
	~ During March 2026, staff participated in a Google Feedback Survey addressing state LCAP priorities, evaluation of LCAP actions, and recommendations for change/improvement. ~ An individual interview was conducted with the Mental Health Clinician on April 16, 2026. Topics addressed included program needs (mental health curriculum, sensory/calm down center), anti-bullying resources, how to reach out to teachers and provide in-class support, and pre/post student mental health assessment data.
Students	District administration held a focus group with the Reeds Creek Student Council on February 10, 2026. Feedback gathered from students included academic and behavior supports, behavior intervention consistency, climate, attendance, and student goals for their future education. Additionally, Reeds Creek used the data from the CA Healthy Kids Survey to identify student needs addressing mental health, school connectedness, and academic confidence.
Bargaining Units	Representatives of both Reeds Creek employee bargaining units addressed LCAP actions during negotiations sessions held between December 2025 and April 2026. The district recieved valuable information from unit representatives that addressed professional development needs, employee rights, student behavior interventions, and school climate.
School Site Council (Staff, Parents, Admin)	Reeds Creek Site Council met on January 13, March 16, and June 4, 2026 to review the current LCAP goal, actions, and budget. Feedback provided from the SSC included the need for reading interventions, professional development for paraprofessionals, parent communication and engagement ideas, parenting classes, initiation of a PBIS/SWIS program, and financial stability for tutoring.
Reeds Creek Resource Teacher (SELPA employee)	An individual interview was conducted with the Reeds Creek SELPA Resource Teacher to determine student and program feedback and needs for 2026-2027. She expressed a need for a cool down room and a common behavior protocol. She also provided information on the need for an intervention curriculum and the possibility of providng intervention groups next year for grades 5-8. She shared growth in Renaissance STAR scores for her students this year.

Educational Partner(s)	Process for Engagement
Board of Trustees	The Reeds Creek Board of Trustees provided LCAP and budget feedback at every regularly scheduled Board meeting during the 2025-2026 school year. The Board provided administration an informal feedback/evaluation during closed session in the October 2025 Board meeting. On January 15, district administration presented a mid-year report using a tree metaphor to describe district roots, seeds, buds, blossoms, and compost. Additionally, district administration provided the Board with a mid-year LCAP summary on March 12, 2026, and Board members participated in a Google Feedback Survey during February/March. The Board provided a formal superintendent and principal evaluation providing feedback on the three Board goals of improved communication, transparency, and student behavior during closed session in the May 21, 2026 Board meeting.
Tehama SELPA	While in frequent contact with selpa representatives during the year, SELPA representatives participated in a formal LCAP consultation on May 14, 2026. Topics addressd included an assessment of 2025-2026 services as aligned to student and district needs and problem solving discussion directed toward improved student services for next school year.
Reeds Creek Librarian (Volunteer)	The Reeds Creek Librarian is a volunteer, working one day a week to provide library activities and services to grades TK-5. As a former Reeds Creek employee, the librarian has an understanding of past library services, current services and resources, and what is needed for continued library services. Feedback from the librarian addressed the need for fiscal resources and how to best use the Reeds Creek Library to promote literacy and support student academic success in the future.
SERRF/ELOP Facilitator	Through a personal interview, the SERRF/ELOP Afterschool Facilitator provided LCAP feedback addressing space limitations and the need for playground improvements.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The 2026-2027 Reeds Creek LCAP incorporates nearly all feedback gleaned from our educational partners. The feedback themes include the following:

1. Academic Support and Instructional Improvement: across all educational partners, there is a strong emphasis on strengthening instruction and providing additional academic supports for Reeds Creek students. Students expressed a need for help in all content areas with a need to address study skills and opportunities for different ways of learning (i.e., project-based learning and independent work). Parents clearly indicated a need for tutoring, reading and math interventions, small group instruction and clearer support with homework and academic standards. Staff expressed the importance of stronger curriculum implementation, reading interventions, data-informed instructional strategies, MTSS implementation, and additional professional development for both teachers and paraprofessionals. The volunteer librarian indicated a need to strengthen the library program and resources for increased teacher and student usage to promote literacy. Special Education staff indicated an interest in more closely partnering with classroom teachers for academic interventions. As a result of this feedback, the 2026-2027 Reeds Creek LCAP includes the following activities:
~ Action 1.1 - HQT - continued maintenance of highly qualified teachers to provide strong classroom based instruction and professional development.
~ Action 1.2 - Special Education Support - Reeds Creek works with the Tehama SELPA to provide a Resource Teacher and on-line Speech/Language support for students with IEPs. While Special Education services are fully met, Reeds Creek administration and staff have an interest in better connecting Special Education services with the regular education classroom. Feedback data indicate a willingness to better link IEP goals and progress with what happens in the classroom. This action will strengthen instructional collaboration through completion of an intervention curriculum and training for the Resource Teacher. Materials/supplies are also needed to assist classroom teachers meeting IEP identified academic and behavior goals in general education.
~ Action 1.3 - Academic Interventions in both ELA and Math - state and local assessments show a continued drop in academic achievement for all students specifically for the SED, SWD, and White subgroups. While some interventions were provided in ELA and Math during 2025-2026, they took place after school and attendance was not mandatory. During 2026-2027, Reeds Creek will initiate a rotation ("wheel") of ELA and Math interventions that will be scheduled during the school day. Students will be placed according to local assessment data and teachers will instruct fluid, multi-age small groups based on learning skill. These interventions will provide Tier II supports for students most in need of ELA and Math learning. The SELPA Resource Teacher will provide additional intervention support to teachers for students with IEP directed academic needs.
Reeds Creek will initiate a Reading Pals program using trained volunteers to partner for frequent one-on-one reading support for struggling readers. This data-validated program has shown remarkable reading progress for participating students in other northern California schools. Reading Pals implementation will address both the need for ELA intervention/instruction and for community/parent engagement. Additionally, strengthening the Reeds Creek Library program will add an in-school ELA/literacy intervention that supports Tier I instruction through interest based reading and access to literacy resources.
~ Action 1.6 - MTSS - Reeds Creek will continue its journey with MTSS. The MTSS leadership team initiated during 2025-2026 has been well received and its members are dedicated to further MTSS planning and implementation.
~ Action 1.7 - Professional development - ongoing professional development aligned with CA content standards and classroom management is a high need for Reeds Creek. The district has a high percentage of new teachers (5 out of a teaching staff of 11 during 2025-2026) in need of Induction support and all Reeds Creek teachers have requested professional development addressing standards implementation and instructional strategies. An inservice day in early August will be dedicated to Fred Jones Tools for Teaching training for certificated staff. During the school year, teacher training will address ELA (LETRS) and Math (Kim Sutton) classroom standards-aligned content as well as professional development addressing the newly adopted intervention curricula.

2. Communication and Collaboration: all educational partners addressed the importance of consistent and open communication at Reeds Creek Students want teachers and paraprofessionals to listen to their perspectives and allow more input into activities like classroom

projects and field trips. Parents expressed the need for clear communication about student learning, expectations (for academics and behavior), discipline protocols, and more opportunities to engage with the school. Board members and staff noted that communication improved greatly this school year and that stronger collaboration with colleagues and administrators helped them grow professionally, but staff also expressed a need for continued opportunities to share feedback and collaborate further. As a result of this feedback, the 2026-2027 Reeds Creek LCAP includes the following activities:
~ Action 1.3 - Academic Interventions - implementation of the Reading Pals program will provide another parent/family engagement opportunity for the Reeds Creek community.
~ Action 1.4 - Parent/Family Engagement - One of Reeds Creek foundational strengths is its long-standing collaboration with parents and families. Parents look to school staff to keep them fully informed of schedules, events, and progress. Administration and teachers use Parent Square as a daily communication tool - both school and teacher to parent/guardian and parent/guardian to school and teacher. The Reeds Creek website has not functioned effectively for many years. Action 1.4 includes costs for the Parent Square/Aeries Parent Portal license, a newly designed website template and staff training, continued school activities/events involving parents/families, parent/family decision making opportunities, and continued student organized athletics. Additionally, during 2026-2027, the Principal will host "Conversations with the Principal" with parents/families to focus on topics related to student behavior expectations and academic success.
~ Action 1.5 - Social Emotional Learning - the Reeds Creek Mental Health Clinician will initiate parent/family SEL workshops to strengthen the home/school bond and support SEL student learning.

3. A safe, respectful, and supportive school environment: all educational partners shared the need for establishing and maintaining a school environment where students and staff feel safe, supported and respected. Students and parents emphasized that anti-bullying efforts, emotional support, counseling, and respectful interactions between staff and students are priorities. Staff noted that student behavior and discipline were key challenges this past school year and they stressed the need for continued clear behavior expectations, consistent implementation and accountability, and positive behavior supports. Many staff members also highlighted the importance of teaching emotional regulation, kindness, and character development. As a result of the feedback, the 2026-2027 Reeds Creek LCAP includes the following activities:
~ Action 1.5 - Social Emotional Learning - Reeds Creek has adopted the Character Strong curriculum for in-class SEL instruction. This curriculum is also used by the school Mental Health Clinician. Action 1.5 provides for curriculum access and training. Action 1.5 also provides salary and benefits for a .8 FTE Mental Health Clinician and additional curriculum and materials for this position. During 2025-2026, the Mental Health Clinician established individual and small group sessions to address bullying, student aggression, and self-esteem issues. Curriculum and aligned assessments will allow for better pre/post SEL monitoring.

4. Engagement, relationships and school culture: all educational partners recognized the value of strong relationship and a positive school culture. Many commented on the positive changes made in these areas during the 2025-2026 school year. Parents suggested enrichment opportunities such as music, clubs, more family events, and more physical movement opportunities (especially on the playing field for older students) to make school more engaging for students and families. Staff emphasized building stronger relationships with students and one another in order to foster a strong team environment, and increasing student connectedness through rallies, assemblies or incentives to create a school culture where students feel welcome and motivated to learn. As a result, the 2026-2027 Reeds Creek LCAP includes the following activities:
~ Action 1.4 - Parent/Family Engagement - Reeds Creek will continue to sponsor parent/family engagement activities begun in 2025-2026, such as awards assemblies, family nights/dinners, student presentations during the school day, student attendance celebrations, Coffee with

the Principal, Principal "Conversations with the Principal" (i.e., "What does homework look like?," "Home/School Connections," etc.), and the usual Open House and Back to School Night.
~ Action 1.5 - Social Emotional Learning - Music and art focused activities begun during 2025-2026, will continue using state categorical funds.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will advance towards proficiency in meeting academic standards within an environment that supports their emotional and behavioral needs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Reeds Creek ESD adopted a Broad Goal that encompasses all eight of the CA State Priorities. This broad goal summarizes and aligns with the Reeds Creek School Mission:

The Reeds Creek community, comprised of all district residents, parents, students and staff, is committed to encouraging the active participation of all members. With leadership that fosters high morale in staff, we will strive for excellence in all areas of academics, technology, fine arts, and physical education and to promote a safe, positive environment, which will encourage all students to achieve their personal best and become productive members of their community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers appropriately credentialed and assigned as measured by Williams Reporting, District personnel hiring	100% of teachers are credentialed and appropriately assigned. (23/24)	During 2024-25, Reeds Creek hired long term substitute teachers	100% of teachers are credentialed and appropriately assigned. (25-26)	100% of teachers will be credentialed and appropriately assigned.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	records, TCDE credential analyst reporting, SARC.		and some teachers were misassigned.			
1.2	Student access to standards-based curriculum as measured by Williams Monitoring and Reporting, fiscal records, classroom materials inventories.	100% of students will have access to standards -based curriculum. (23/24)	100% of students have access to standards-based curriculum. (24-25)	100% of students have access to standards-based curriculum. (25-26)	100% of students will have access to standards-based curriculum.	No change
1.3	Implementation of adopted academic content/performance standards as measured by the district Local Indicators Priority 2 (Implementation of State Standards) annual submission.	100% Implementation of adopted academic content/performance standards. (23/24) Reeds Creek self-reported Full Implementation, Level 4 in 2023/2024.	100% Implementation of adopted academic content/performance standards. (24-25) Reeds Creek self-reported Full Implementation, Level 4 in 2023/2024.	New Reeds Creek administration self-reported Initial Implementation, Level 3 in 2025-2026.	100% Implementation of adopted academic content/performance standards. Maintain Level 3; work towards Level 4 in 2026-2027	In 2023/24, the district originally identified Williams Reporting as the metric for Standards implementation. This process is not an appropriate measure for implementation of content/performance standards. Metric 1.3 was changed with the 2026 LCAP and, moving forward, the district will use the Local Indicators Priority 2 report as a measure of Standards implementation.
1.4	ELL student access to State and EL Standards as measured by Williams	100% of ELL students have access to State	100% of ELL students have access to State	Reeds Creek had no EL students in 25-26	100% of ELL students will have	No change. No EL students in 25-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Monitoring and Reporting.	and EL Standards. (23/24)	and EL Standards. (24-25)		access to State and EL Standards.	
1.5	Students in grades 3-8 performance in meeting academic reading standards as measured by the CAASPP assessment. This metric will be monitored for LCFF and LREBG funding purposes.	50.0% of students in grades 3-8 are meeting ELA academic standards. (22/23)	43.22% of students are meeting ELA academic standards. (23-24)	31% of Reeds Creek students are meeting ELA Standards. (24-25)	35% of students in grades 3-8 will meet ELA academic standards.	2025 CAASPP ELA performance shows a decrease of 29 percentile points from baseline. This is an area requiring immediate attention and growth.
1.6	Students in grades 3-8 performance in meeting academic Math standards as measured by the CAASPP assessment. This metric will be monitored for LCFF and LREBG funding purposes.	22.12% of students in grades 3-8 are meeting Math academic standards. (22/23)	24.79% of students are meeting Math academic standards. (23-24)	18% of Reeds Creek students are meeting Math Standards. (24-25)	30.0% of students in grades 3-8 will meet Math academic standards.	2025 CAASPP Math performance shows a decrease of 4.12 percentile points from baseline. This is an area requiring immediate attention and growth.
1.7	EL student progress towards proficiency as measured by the ELPAC assessment.	This Baseline originally read "No score due to small group size of EL students" when written in 23/24, which does not address a data point to establish a true baseline. Even with a small group of ELLs, a baseline could have been established without identifying individual students.	No score due to small group size of EL students. See comment under Baseline.	therefore no ELPAC testing took place. ELPAC testing of one Kinder student took place in fall 2025, but all 4 Reeds Creek EL students left the district n early fall of 2025, so no EOY testing took place.	When applicable, EL students will demonstrate annual progress towards proficiency as measured by the ELPAC assessment.	No change data available for comparison.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Historically, Reeds Creek has had very few EL learners and current administration have no historical record of ELPAC progress.				
1.8	EL Student reclassification rate as measured by the school's reclassification criteria.	1 students reclassified (23/24)	0 students reclassified (24-25)	Reeds Creek EL students moved from the district in early fall of 2025. (25-26)	1 student reclassification per year	Decrease from baseline. This metric will fluctuate due to the small number of EL students annually.
1.9	Student attendance rates as measured by end-of-year Aeries reporting.	95.0 annual attendance rate (23/24)	94.92% annual attendance rate (24-25)	Year to date (May 2026) attendance rate is 94.76%	95% annual attendance rate.	Steady attendance rate with a minor increase of 0.4%. Attendance data analysis, however, yields chronic absenteeism for a small number of students.
1.10	Chronic absenteeism rate as measured by CALPADs reporting.	10.9% annual chronic absenteeism rate (22/23)	8.1% annual chronic absenteeism rate (24/24)	7.9% annual chronic absenteeism rate (25/26)	Less than 10% annual chronic absenteeism rate	Decrease of 3.0% from baseline.
1.11	Student suspension rate as measured by Aeries annual reporting.	0.5% annual suspension rate (23/24)	1.4% suspension rate (24/25)	0.966% suspension rate (25/26)	2.0% or less annual suspension rate	Increase of 0.9% from baseline.
1.12	Student expulsion rate as measured by Aeries annual reporting.	0% annual expulsions (23/24)	0% annual expulsions (24-25)	No students were expelled to date (25-26)	0 annual expulsions	No change
1.13	Student, parent sense of safety and school connectedness as measured by an annual survey.	Students Sense of Safety and connectedness: 69% Parent safety and connectedness: 81%	NA - no survey conducted	82.9% of parents reported multiple ways of school involvement (connectedness);	Students Sense of Safety and connectedness: 90%	Increase of 13.9% for parent connectedness and 19% increase for staff

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Staff safety and connectedness: 81%		100% of staff reported connected- ness. No one reported feeling unsafe.	Parent safety and connectedness: 90% Staff safety and connectedness: 90%	connectedness and safety.
1.14	School facility conditions as measured by the annual FIT assessment.	FIT: GOOD Rating (23/24) - 100%	FIT: GOOD Rating (24-25) - 100%	FIT rating for 2025-2026 is GOOD at 96.96%.	FIT: GOOD Rating 100%	Decrease in FIT rating of 0.04%
1.15	Middle School Drop Out Rate as measured by CALPADS reporting.	0 Dropouts (22/23)	0 Dropouts (23-24)	0 Dropouts (25-26)	0 Dropouts	No change

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During 2025-2026, Reeds Creek staff, Board, and families deepened their understanding of the purpose, goal, and actions of the LCAP. LCAP implementation proceeded in concert with multiple efforts to align both the LCAP and district structures to federal, state, and local requirements. This year was a year of learning for everyone at Reeds Creek. Some LCAP actions were fully accomplished; some were only partially fulfilled. A summary of action implementation is detailed below.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences identified in the 2025-2026 LCAP include:
~ Action 1.1 - Highly Qualified Teachers: NO MATERIAL DIFFERENCES
~ Action 1.2 - Services for Special Needs Students: NO MATERIAL DIFFERENCES
~ Action 1.3 - Academic and Social Enrichment: The initial intention of this action was to provide extracurricular experiences for students addressing VAPA, CTE, STEM and field trips. As the year evolved, however, VAPA related activities were accomplished using state categorical funding (Prop 28/Arts and Music Grant). CTE related activities were accomplished through TCDE. Field trips were supported with funding from the Reeds Creek Parents' Club and Prop28/Arts and Music Grant. This 2025-2026 LCAP action was under-expended.
~ Action 1.4 - Academic Interventions: Early in the 2025-2026 school year, administration determined that the school did not have a tradition of conducting baseline and progress monitoring assessments to determine skills-based interventions. Interventions, therefore, did not begin until January 2026. Volunteer teachers conducted after-school interventions for volunteer students/families. This practice was highly unsuccessful. These interventions were not collectively focused, no common curriculum was employed, and many students in need of

intervention did not participate. While student achievement data indicated a high need for academic interventions, this action was not successfully implemented and therefore under-expended.
~ Action 1.5 - Technology Access: NO MATERIAL DIFFERENCES
~ Action 1.6 - Parent Engagement: NO MATERIAL DIFFERENCES
~ Action 1.7 - SEL Curriculum: NO MATERIAL DIFFERENCES
~ Action 1.8 - Standards aligned curriculum: NO MATERIAL DIFFERENCES
~ Action 1.9 - MTSS Training/Implementation: Reeds Creek benefitted from a MTSS grant received by TCDE in 2023-2024. As a result, the district received $25,000 to participate and implement MTSS initiatives. These funds, however, were underspent in 2023-2024 and 2024-2025. Consequently the 2025-2026 LCAP MTSS action was under-expended. The district expended the remaining grant funds for most of the 2025-2026 MTSS costs.
~ Action 1.10 - Part Time Counselor: In late September of 2025, Reeds Creek hired a PT (0.8 FTE) Mental Health Clinician. Due to the late start, salary and benefits were less than originally budgeted. While the employee was hired and services begun, this action will be improved in the 2026-2027 LCAP (to become Action 1.5).
~ Action 1.11 - Professional Development: Reeds Creek planned to provide a day of EL Development professional development for all staff in early January 2026. Accordingly, money was allocated to provide an additional day's salary to all staff (Certificated and Classified). Participation was far less than anticipated. Other professional development was provided to staff (Induction, Get Your Teach On Conference, student supervision, student to student conflict). Although this action initiated a school cultural change regarding the value of professional development, this 2025-2026 LCAP Action was under-fulfilled and under-expended.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

An analysis of the Reeds Creek 2025-2026 LCAP Actions yields the following conclusions:

~ Action 1.1- Highly Qualified Teachers -
Reeds Creek was highly successful with this action during 2025-2026. Of the eleven Reeds Creek teachers, all were appropriately credentialed for their teaching assignment and none were misassigned. Teacher qualification data from past years indicate the use of long term teacher substitutes and teachers misassignments. Additionally, Reeds Creek received no Williams complaints addressing teacher qualifications.

~ Action 1.2 - Services for Special Needs Students -
Reeds Creek worked with the Tehama SELPA to provide a full time SpEd Resource Teacher for students with IEPs. Additionally, Reeds Creek used LCFF and federal funding to provide three (3) 0.75 paraprofessional position support for students with IEPs. The district maintained the MOU with another district to provide SpEd services unavailable at Reeds Creek. While fully completed, this action will be revised to address a closer connection between IEP services and the classroom. Additionally, it is anticipated that Reeds Creek SpEd students numbers will decrease in 2026-2027, yielding a need for part-time Resource Teacher services and fewer paraprofessional positions.

~ Action 1.3 - Academic and Social Enrichment -
While student access to VAPA, STEM, and Science enrichment activities continue to be important for student engagement and college/career readiness, this LCAP action was under-fulfilled. The intended activities took place, but these were funded from alternative

sources. Restricted state funding (Prop 28/Arts and Music Block Grant) was used for VAPA academic enrichment (visual arts classes, music classes, museum field trips, visiting author). Tehama County Department of Education (TCDE) sent representatives to provide enrichment activities in Career Technical Education at no cost to the district. Non-arts related field trips were funded by the Reeds Creek Parent Club. Due to support from non-LCAP sources, this action will be retired and will not carry forward to the 2026-2027 LCAP.

1.4 - Academic Interventions -
Reeds Creek was able to provide limited academic interventions during 2025-2026, however this action was under-fulfilled. District administrators spend the fall of 2025 establishing progress monitoring assessment administration and working with staff to understand the need. Interventions were provided beginning in early 2026 during an afterschool hour. Volunteer teachers were paid an hourly rate for instruction. This "pilot" intervention process was only partially successful. Not all students in need of academic support attended. Additionally, the district lacked unifying intervention curricula. As state, local, and educational partner feedback indicate, the need for for ELA and Math focused interventions is great, so this action will remain in the 2026-2027 LCAP with increased importance. Intervention curriculum for both ELA and Math will be adopted and implemented. Intervention time will become part of the instructional day with the schoolwide adoption of an intervention "wheel" and all teachers will participate in intervention instruction and progress monitoring. This action (to become Action 1.3 in the 2026-2027 LCAP) will be increased and improved with emphasis on the unduplicated students and the underachieving student subgroups.

~ Action 1.5 - Technology Access -
This LCAP action was successfully implemented. Chromebooks and iPad replacement and updates took place, exceeding the original budget amount allocated. Chromebook replacement took place in accordance to the school replacement cycle.

~ Action 1.6 - Parent Engagement -
During 2025-20-26, Reeds Creek parents received communication through one-on-one contact, parent meetings, district/school website, classroom newsletters and Parent Square. There was parent representation on the School Site Council and parents/families participated in multiple family school events such as Coffee with the Principal, Muffins for Moms, Donuts for Dads, and student awards assemblies. Implementation of a schoolwide behavior matrix generated additional parent/family involvement with frequent communications between school/classroom and home focused on both positive student behaviors and student behaviors needing attention. This successfully implemented LCAP action will remain in the 2026-2027 Reeds Creek LCAP as school personnel continue strengthening constructive links with parents and families. Additionally, the Principal will increase services to parents/families through the implementation of "Conversations with the Principal" with a focus on unduplicated student needs.

~ Action 1.7 - Social Emotional Curriculum -
During 2025-2026, a SEL curriculum (Character Strong) was purchased and implemented in all Reeds Creek classrooms and a part-time (0.8 FTE) Mental Health Clinician was hired in September, 2025. Teachers implemented Character Strong using classroom-based lessons with additional out-of-the-classroom support from the Mental Health Clinician. While partially successful, data collected from informal surveys done by the Mental Health Clinician indicate a school-wide need for greater fidelity to the curriculum. Teachers have a need for additional training on effective implementation of Character Strong and the Mental Health Clinician has an interest in deepening her support for the curriculum with teachers, support staff, and during her individual and small group SEL sessions. Additionally, Reeds Creek has an interest in purchasing a supplementary SEL curriculum with pre/post assessments for the Mental Health Clinician to both compliment Character Strong and provide additional individual and small group SEL support. LCAP educational partner feedback stressed the beginning effectiveness of

this Action and the success of the Mental Health Clinician. Multiple comments addressed continuing the progress of this action. This action will remain in the 2026-2027 LCAP.

~ Action 1.8 - Provide Standards-aligned Curriculum -
All Reeds Creek teachers have grade level Standards-aligned curriculum. However, early in the 2025-2026 school year, administration observed most teachers choosing to use a wide variety of supplemental curriculum pieces instead of consistent use of Standards-aligned curriculum in all content areas. This discovery initiated a series of conversations with teachers - whole group and individually - focused upon "What is core?" and "What are grade level academic standards?" A secondary administrative discovery identified a critical need for teacher training in Standards-aligned curriculum implementation. While the curriculum had been purchased, teachers had not been trained. Teacher professional development, therefore, became an important part of the 2026-2027 LCAP.

~ Action 1.9 - EL Learning Language Acquisition -
While Reeds Creek remained a member of the Tehama Title III Consortium, focused EL support became unnecessary during 2025-2026 when two qualifying families moved from the county. Consequently, the district did not have an opportunity to reclassify any EL students or to conduct ELPAC testing. This action will not continue in the 2026-2027 LCAP.

~ Action 1.10 - MTSS -
During 2025-2026, Reeds Creek re-initiated its MTSS adoption and learning with the formation of a new MTSS leadership team. This team attended MTSS training, participated in on-site coaching, and worked together to establish the foundational elements for schoolwide MTSS implementation. This LCAP action can be considered to have been highly successful due to the reintroduction of a focus on strong Tier I instruction to Reeds Creek. It will remain in the 2026-2027 LCAP.

~ Action 1.11 - Language Acquisition Professional Development -
In January of 2026, the district worked with TCDE to provide a full day of staff professional development focused on language acquisition and research validated instructional strategies (based upon the work of Dr. Anita Archer). The original intent of this day of learning was to provide Reeds Creek teachers with a deeper understanding of the English language acquisition challenges faced by English Learners and the alignment of the CA EL Standards to the ELA Standards. This intent changed, however, with the loss of Reeds Creek EL students when their families left the county in early fall of 2025. However, the district considers this LCAP action to be highly successful for two reasons: first, the January PD day was a tipping point in change. In past years, Reeds Creek PD has been optional and not directly linked to student/school needs. The January PD was open to both certificated and classified staff. While attendance was small, those attending came away with a deepened passion for learning that they communicated and spread throughout the school. Second, the January PD initiated an ongoing conversation about how to advance learning for all members of the Reeds Creek staff. As a result, the district has received honest assessments from both certificated and classified staff of areas where adult learning is needed. This action will be strengthened based on data gathered during 2025-2026 and remain in the 2026-2027 LCAP (Action 1.7).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based upon the feedback of the Reeds Creek educational partners and past LCAP action implementation successes, the following changes to 2026-2027 actions include:

~ Action 1.1 - Highly Qualified Instructional Staff -
Reeds Creek will maintain highly qualified staff in all categories of employees. Teachers will remain fully credentialed for their teaching assignment with no misassignments. Paraprofessionals will remain highly qualified upon hire evidenced by county qualifying standards. Relevant professional development will take place for all categories of employees linked to their position and job responsibilities.

~ Action 1.2 - Special Education Integration
Reeds Creek will work closely with the Tehama SELPA and the SELPA assigned Special Education Resource Teacher to ensure that Special Education services are provided with fidelity to IEPs. Classroom teachers will be coached on appropriate in-class IEP aligned student supports. Materials may need to be purchased for classroom use that align with IEPs.

~ Action 1.3 - Academic Interventions -
During 2026-2027, Reeds Creek will strengthen academic interventions in both ELA and Math. Intervention curricula will be purchased and intervention training will be provided to both teachers and instructional classified staff. Scheduling will be established to create a daily period dedicated to intervention instruction during the school day. This intervention "wheel" will allow multi-age student grouping based on progress monitoring data for both reading and math. Special focus will be given to the lowest achieving student subgroups - SED, White and Students with Disabilities. The district will ensure inclusion of both the Special Education Resource Teacher and the SERRF staff so that these programs can supplement the necessary ELA and Math skills during their time with students.
Action 1.3 will be monitored using multiple measures for LCFF and LREBG funding effectiveness purposes.

~ Action 1.4 - Parent/Family Engagement -
Parent/Family engagement has always been a foundational element for student success at Reeds Creek. During 2025-2026, parents/families were again included and consulted in daily activities. From morning greetings and connections at school drop-off to phone calls and Parent Square messages, the school to home connection was strengthened. Parents/Families were partners in the work of re-establishing a school and classroom culture focused on academic progress and positive student behavior. The 2026-2027 Reeds Creek LCAP continues this relationship through parent/family engagement resources and activities. Regular communication vehicles will continue (Parent Square, AERIES Parent Portal, phone, email, text, school marquee) as well as frequent connections related to academics and behavior - both of a positive and a corrective nature. The district website will be re-formatted with staff training provided in an effort to improve the effectiveness of this important district/school tool. School activities that rely on parent/family participation such as sports, academic assemblies, School Site Council, Coffee with the Principal, Muffins for Moms, Donuts for Dads, Back to School Night, Open House, scheduled and on-demand parent conferences, field trip participation, school wide themed days and weeks, etc. will continue.

~ Action 1.5 - Social Emotional Learning-
Reeds Creek will continue to support implementation of Character Strong throughout the school with the purchase of Character Strong curriculum and training. The district will maintain employment of a 0.8 FTE Mental Health Clinician and will support her work with the purchase of additional curriculum and related materials for individual and small group sessions as well as push-in support for classrooms.

~ Action 1.6 - MTSS -
Reeds Creek will continue its newly re-established MTSS journey. As well as staff participation in training, on-site coaching, and across school implementation of strengthened Tier I instruction, Reeds Creek will initiate a positive reward system that integrates a school store with Student Council activities. "Panther Bucks" will be distributed for celebrations, acts of kindness, Character Strong implementation, academic growth, and the like.

~ Action 1.7 - Professional Development -
During 2025-2026, administrator-staff conversations and observations along with educational partner feedback, the need for adult learning emerged for all staff at Reeds Creek. Staff professional development focus for 2026-2027 will address:
~ Classroom Management (Fred Jones' Tools for Teaching)
~ LETRS - the science of reading - for ELA instruction; four (one additional on a waiting list with TCDE) Reeds Creek teachers have committed to two years of LETRS training and implementation
~ Kim Sutton Math Training at TCDE - two Reeds Creek teachers will attend the August training
~ ACSA Superintendent Seminar Series - the Reeds Creek Superintendent/Principal will attend this ACSA training for new superintendents
~ CSBA AEC - volunteer Reeds Creek Board members and the Superintendent/Principal will attend this annual conference in December (San Diego)
~ Classified staff will be trained in SIPPS, playground supervision, and relationship building with students
~ Certificated and Classified staff will receive training in data analysis and use for improved student achievement
~ the Reeds Creek Resource Teacher will complete training in the intervention curriculum used by the SELPA

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Instructional Staff	All Reeds Creek instructional staff will be credentialed or certificated for the position held. There will be no teacher mis-assignments.	$871,362.00	No
1.2	Special Education Support and Integration	The SELPA assigned Resource Teacher will support students with IEPs in the SpEd Resource Room as well provide consultation with the general education teachers in support of IEP goals. Materials will be provided when necessary to the general education teacher for IEP implementation.	$4,000.00	No
1.3	Academic Interventions	All assessment data and the CA School Dashboard indicate the high need for academic interventions for both ELA and Math at Reeds Creek. In	$349,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2026-2027, the district will design a "wheel" of interventions during the school day that will include underachieving students at all grade levels Curriculum will be purchased (SIPPS, Amira) and both Certificated and Classified staff will be trained on its use. Paraprofessionals will provide intervention support using both LCFF, SpEd, and federal funds. Assessments licenses will be purchased (Renaissance, Lexia) and a school-wide assessment calendar will be implemented. Library license and materials will provide additional literacy support. LREBG funds will be expended for intervention training costs (SIPPS). State SpEd, and federal Title I/REAP funds will also support this action through paraprofessional salary/benefits. This action is an increased and improved service to Reeds Creek only unduplicated subgroup - Low Income students, but it will also address the learning needs of two other underperforming subgroups - White, and Students with Disabilities.		
1.4	Parent/Family Engagement and Participation	Reeds Creek will continue to support and encourage parent/family engagement and input through parent meetings, parent conferences, website, classroom newsletters, an annual survey, AERIES Parent Portal, Parent Square license, and school/classroom events/activities. Parent participation and input will be sought and supported with the School Site Council, the Tehama SELPA Community Advisory Committee, and periodic focus group data collection. Reeds Creek SED families/parents are currently underrepresented in their participation in current school/district activities. Strengthened family/parent structures focused on multiple approaches to communication and information will provide SED families/parents a greater voice. The principal will host informal family/parent sessions addressing such academic and behavior topics as: How Do I Support Homework?; What is an Absence?; How to Read Assessment Reports; What are Reeds Creek Behavior Expectations?, etc. This is an improved service to low income underachieving subgroups to address academic performance, school attendance, suspension/expulsion, and school connectedness.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Social Emotional Learning	To address student behavior, attendance, and basic mental health, all students will receive a classroom-based social emotional curriculum (Character Strong) that focuses on building their self-awareness, self-management, social-awareness, and relationship-building skills. This action will support students in developing positive and supportive relationships with their peers, adults, and the community. Special attention will be given to Reeds Creeks' one unduplicated subgroup - SED. This action will also fund a 0.8 FTE Mental Health Clinician to provide SEL support through small group sessions and classroom activites. The Mental Health Clinicain will provede SEL professional learning and support to staff. Lastly, this action will provide additional curriculum and supplies for the Mental Health Clinician. This action is considered increased and improved service to Reeds Creek unduplicated subgroup of SED.	$107,000.00	Yes
1.6	Multi-Tiered Systems of Support Training and Implementation	Reeds Creek will continue its participation in the MTSS initiative offered through TCDE. The school leadership team will participate in training, on-site coaching, and sharing of MTSS implementation strategies with Reeds Creek staff. A student incentive program will be implemented through the school Student Council. Students will be acknowledged for positive behavior, improved academic performance, and improved school attendance. This action will support Reeds Creek's contribution to the county costs of MTSS training as well as substitute expenses for leadership team participation.	$9,200.00	No
1.7	Professional Development	State and local data indicated a need for improved student academic and behavior performance for Reeds Creek - with special attention to the underachieving economically disadvantaged subgroup (SED). Historically, Reeds Creek staff has not been provided professional development focused on effective instructional strategies for student academic learning and positive student behavior. This lack of ongoing professional learning becomes more important when considering the new-to-the-profession status of Reeds Creek teachers. Classified staff also has a need for professional development related to academic and behavior support. Increased and focused professional learning will enable all staff to better	$55,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		address student behaviors, incorporate state academic standards into classroom lessions and teaching practice, and generate common school-wide expectations for both student behavior and academic progress. These changes in adult behaviors and school culture will generate improved academic progress for low income children. The 2026-2027 LCAP will provide professional learning related to the science of reading, phonics, classroom management, leadership roles/responsibilities, and student supervision. Activities will be supported with funding for registration, travel, materials, contracted services, substitutes, and extra duty payment.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$194,637	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.704%	620.255%	$12,440.76	629.959%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Academic Interventions **Need:** CAASPP scores, CA School Dashboard data, and local schoolwide assessment data clearly indicate the need for improved Tier 1 instruction in both ELA and Math. The 2024 Dashboard indicates a decline in both ELA and Math proficiency for economically disadvantaged students (SED subgroup).	Reeds Creek needs intervention curriculum, progress monitoring assessments and instructional time to provide ELA and Math interventions. To maximize impact and due to the school's low enrollment numbers, interventions will be implemented school-wide with all teachers and students participating in some form of strengthened Tier I ELA and Math instruction. This action is an increased and improved service to Reeds Creek's only unduplicated subgroup -	1.3 - Performance Standards 1.5 - ELA Achievement 1.6 - Math Achievement 1.10 - Attendance Rate 1.11 - Suspension Rate 1.12 - Expulsion Rate 1.13 - School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	Low Income students, but it will also address the learning needs of two other Dashboard identified underperforming subgroups - White, and Students with Disabilities. Strong Tier I academic interventions will positively address attendance and suspension rates as well as school connectedness primarily for unduplicated SED students.	
1.4	**Action:** Parent/Family Engagement and Participation **Need:** Parent/family support is foundational for student academic success and mental well being. While the Reeds Creek parent organizations and activities are well supported, attendance and participation from Low Income families is sparce. SED parents are not represented on the School Site Council or Parent Club and are infrequent participants in many parent/family activities. Additionally, past identified SED parents did not return completed family income documentation during 2025-2026, resulting in a large drop in district low income data. Educational partner feedback indicates a family/parent need for more information related to improved academics, suspension/behavior rates, and school attendance. **Scope:** Schoolwide	Reeds Creek has a long tradition of parent/guardian involvement. Parent LCAP consultation indicates a continued interest in more frequent and deeper family engagement. Since open communication is a foundational piece to family engagement, notifying parents using mobile communication tools with selected home language options will provide a greater parent sense of inclusion and voice for SED families. Additionally, another family/parent communication resource - the Reeds Creek website - is obsolete. Action 1.4 will provide fiscal resources to establish a new website template and associated staff training for its use. Educational partner feedback indicates that Reeds Creek families/parents have questions related to classroom instruction, school processes/procedures, and how they can better contribute. During 2026-27, the school will begin a series of informal information sessions ("Conversations with the Principal") to provide answers to family/parent questions, establish a more inclusive environment and foster mutual respect and understanding. These sessions have a dual purpose - deeper understanding of district/school processes and procedures, and to provide an additional forum for SED parent voice. These family/parent engagement strategies intentionally address the needs of SED parents,	1.5 - ELA Achievement 1.6 - Math Achievement 1.7 - EL Progress on ELPAC 1.9 - Attendance Rate 1.10 - Chronic Absenteeism 1.11 - Suspension Rate 1.12 - Expulsion Rate 1.13 - School Connectedness 1.15 MS Dropout @ 0%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		but will be implemented on a school-wide basis so that all families are impacted.	
1.5	**Action:** Social Emotional Learning **Need:** Academic and behavior data demonstrate a schoolwide need for a focus on social emotional instruction and support. While all of of Reeds Creek students will benefit from SEL support, the SED subgroup shows underperformance in Chronic Absenteeism and Suspension on the CA Dashboard. This underperformance in attendance and suspension is supported by 2025-26 local data. Student surveys (local and CA Healthy Kids Survey) provide information related to student reporting of bullying, spread of rumors/lies, lack of social connectedness, struggles with schoolwork, and a lack of motivation. Over 20% of students reported not having an adult with whom they connect. These data indicate a clear need for strong SEL support. **Scope:** Schoolwide	With its focus on strengthening mental health, LCAP SEL support (curriculum, Mental Health Clinician support, and SEL progress monitoring assessment) will address both behavior and academic progress, positively impacting absenteeism, suspension, ELA and Math achievement. While intentionally focused on SED unduplicated students, this action is schoolwide for comprehensive support and implementation. Metrics of effectiveness of this LCAP Action on the SED subgroup will be monitored through Reeds Creek LCAP educational partner data collection, CA Healthy Kids Survey, district/school academic and behavior data sources, and local SEL assessment data collected by the Mental Health Clinician.	1.5 ELA Achievement 1.6 Math Achievement 1.9 Attendance 1.10 Chronic Absenteeism 1.11 Suspension Rate 1.12 Expulsion Rate 1.13 School safety and Connectedness 1.15 Middle School Dropout
1.7	**Action:** Professional Development **Need:** State and local data sources for Reeds Creek indicate underperformance for SED students	Providing for this strong schoolwide need for staff learning will address the data-identified academic and behavior needs of the Reeds Creek SED students. If teachers build confidence and competence in classroom management, positive student	1.2 Standards Aligned Curriculum 1.3 Performance Standards 1.4 EL Access to EL Standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	in academics, attendance, behavior, and suspension. During the 2025-26 school year, administrator classroom observations and behavior office referrals indicated a clear need for strengthened classroom management and Tier I behavior interventions. During 2025-2026, many Reeds Creek teachers reported limited knowledge of academic standards and core curriulum implementation. Progress monitoring assessments were not universally implemented and many teachers were not trained in the analysis or use of academic data. Paraprofessionals reported a misunderstanding of their job requirements - specifically, a common understanding was that Para duty did not include academic support but instead was to be focused on reporting - not preventing - behavior issues. While a schoolwide need for schoolwide common professional development in both academics and behavior quickly became apparent to the new administrative team, this need for common, focused professional learning was most critical for Reeds Creek SED students. **Scope:** Schoolwide	behaviors result. With positive student behavior, students will better focus on academic performance and learning will increase. If teachers clearly understand and implement a standards-aligned core curriculum, teaching becomes focused on grade level learning objectives and academic performance will improve. If classified support staff are active participants in classroom instructional practice and are empowered to provide support for student learning both in and ouit of the classroom Professional learning will increase staff performance and competence, thereby improving services to SED students.	1.5 ELA Achievement 1.6 Math Achievement 1.7 EL Progress on the ELPAC

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Reeds Creek ESD has no limited actions for 2026-2027.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Reeds Creek ESD does not receive LCFF concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$ 2,005,752	194,637	9.704%	620.255%	629.959%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$840,445.00	$511,517.00	$0.00	$60,000.00	$1,411,962.00	$1,248,362.00	$163,600.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Instructional Staff	All	No			All Schools	2026-2027 school year	$871,362.00	$0.00	$401,345.00	$470,017.00			$871,362.00	
1	1.2	Special Education Support and Integration	Students with Disabilities	No			All Schools	2026-2027 school year	$0.00	$4,000.00	$4,000.00				$4,000.00	
1	1.3	Academic Interventions	Low Income	Yes	Schoolwide	Low Income	All Schools	2026-2027 school year	$287,000.00	$62,800.00	$248,300.00	$41,500.00		$60,000.00	$349,800.00	
1	1.4	Parent/Family Engagement and Participation	Low Income	Yes	Schoolwide	Low Income	All Schools	2026-2027 school year	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.5	Social Emotional Learning	Low Income	Yes	Schoolwide	Low Income	All Schools	2026-2027 school year	$90,000.00	$17,000.00	$107,000.00				$107,000.00	
1	1.6	Multi-Tiered Systems of Support Training and Implementation	All	No			All Schools	2026-2027 school year	$0.00	$9,200.00	$9,200.00				$9,200.00	
1	1.7	Professional Development	Low Income	Yes	Schoolwide	Low Income	All Schools	2026-2027 school year	$0.00	$55,600.00	$55,600.00				$55,600.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,005,752	194,637	9.704%	620.255%	629.959%	$425,900.00	0.000%	21.234 %	**Total:**	$425,900.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$425,900.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Academic Interventions	Yes	Schoolwide	Low Income	All Schools	$248,300.00	
1	**1.4**	Parent/Family Engagement and Participation	Yes	Schoolwide	Low Income	All Schools	$15,000.00	
1	**1.5**	Social Emotional Learning	Yes	Schoolwide	Low Income	All Schools	$107,000.00	
1	**1.7**	Professional Development	Yes	Schoolwide	Low Income	All Schools	$55,600.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,246,596.00	$1,234,402.78

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Qualified Instructional Staff	No	$832,983.00	$930,678.33
1	**1.2**	Services for Special Needs Students	No	$80,000.00	$79,046.57
1	**1.3**	Academic and Social Enrichment	No	$15,000.00	$4,622.64
1	**1.4**	Academic Interventions	Yes	$47,476.00	$21,749.00
1	**1.5**	Technology Access	No	$20,000.00	$43,808.00
1	**1.6**	Parent Engagement and Participation	Yes	$3,465.00	$3,638.35
1	**1.7**	Social Emotional Curriculum	Yes	$6,096.00	$6,096.00
1	**1.8**	Provide standards-aligned curriculum	Yes	$40,000.00	$35,846.31
1	**1.9**	MTSS training and implementation	Yes	$38,798.00	$1,800.00
1	**1.10**	PT Counselor	Yes	$102,778.00	$78,680.34
1	**1.11**	EL Support PD for all staff	Yes	$60,000.00	$28,437.24

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$188,188.00	$271,645.00	$175,747.24	$95,897.76	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Academic Interventions	Yes	$20,508.00	$21,749.00		
1	1.6	Parent Engagement and Participation	Yes	$3,465.00	$3,638.35		
1	1.7	Social Emotional Curriculum	Yes	$6,096.00	$6,096.00		
1	1.8	Provide standards-aligned curriculum	Yes	$40,000.00	$35,846.31		
1	1.9	MTSS training and implementation	Yes	$38,798.00	$1,800.00		
1	1.10	PT Counselor	Yes	$102,778.00	$78,180.34		
1	1.11	EL Support PD for all staff	Yes	$60,000.00	$28,437.24		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,005.752	$188,188.00	0.00	9382.426%	$175,747.24	0.000%	8762.171%	$12,440.76	620.255%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

REEDS CREEK ELEMENTARY SCHOOL DISTRICT
CA DASHBOARD OVERVIEW
NOVEMBER 2025

Dashboard Category	2025 Dashboard 2024-2025 SY	2024 Dashboard 2023-2024 SY	2023 Dashboard 2022-2023 SY
CHRONIC ABSENTEEISM	 7.9% chronically absent Maintained -0.1%	 8% chronically absent Declined 2.9%	 10.9% chronically absent Maintained 0.2%
SUSPENSION RATE	 2.4% Suspended at least one day Increased 1%	 1.4% Suspended at least one day Increased 0.9%	 0.5% Suspended at least one day Maintained 0%
ENGLISH LEARNER PROGRESS	 No performance color	 No performance color	 No performance color
ENGLISH LANGUAGE ARTS	 47.9 Points below standard Declined 28.9 points	 19 Points below standard Declined 11.3 points	 7.7 Points below standard Increased 5.5 points
MATHEMATICS	 89.5 Points below standard Declined 35.1 points	 54.4 Points below standard Increased 3.8 points	 58.2 Points below standard Increased 7.5 points

SCIENCE	 43 Science Points Declined 13 points	 No Performance Color in 2024 8.5 Points below standard	No Science scores posted this year
BASICS: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met	Standard Met
IMPLEMENTATION OF ACAEMIC STANDARDS	Standard Met	Standard Met	Standard Met
PARENT AND FAMILY ENGAGEMENT	Standard Met	Standard Met	Standard Met
LOCAL CLIMATE SURVEY	Standard Met	Standard Met	Standard Met
ACCESS TO A BROAD COURSE OF STUDY	Standard Met	Standard Met	Standard Met

Reading

RENAISSANCE DATA

Grade	# Met SGP Expectation (50)	MEDIAN		SED	SWD
1	MEDIAN 70	10/22 Met	10	5	~~0~~
2	41	7/20 Met	7	4	1
3	21	4/21 Met	4	~~0~~	~~0~~
4	69	9/11 Met	9	7	2
5	39	7/17 Met	7	3	1
6	47	7/14 Met	7	1	1
7	69	13/25 Met	13	8	3
8	75	9/18 Met	9	4	2

Math

RENAISSANCE DATA

Grade	# Met SGP Expectation (50)		W	SED	SWD
1	MEDIAN 46	9/22 Met	9	5	~~0~~
2	36	4/20 Met	4	1	~~0~~
3	26	3/17 Met	3	3	~~0~~
4	70	7/11 Met	7	4	1
5	53	9/17 Met	8	~~0~~	2
6	66	10/14 Met	10	2	1
7	47	11/25 Met	11	8	2
8	76	11/18 Met	11	4	2

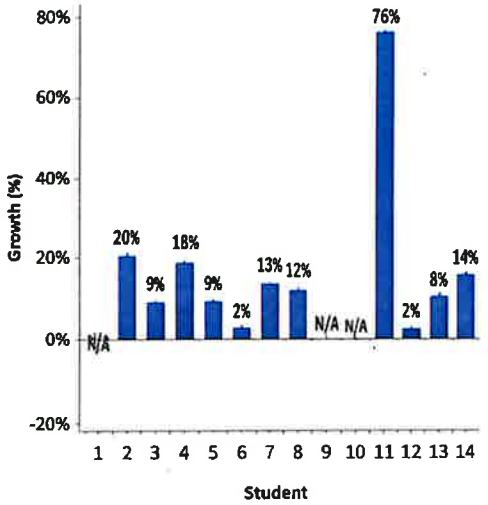
STAR Student Growth 2025–2026

Growth Since Last Spring (Spring 2025 → Spring 2026)

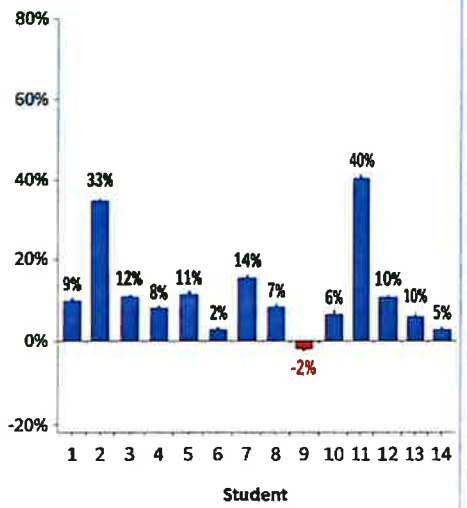
Growth Since Last Fall (Fall 2025 → Spring 2026)

STAR READING GROWTH

Since Last Spring (Spring 2025 → Spring 2026)

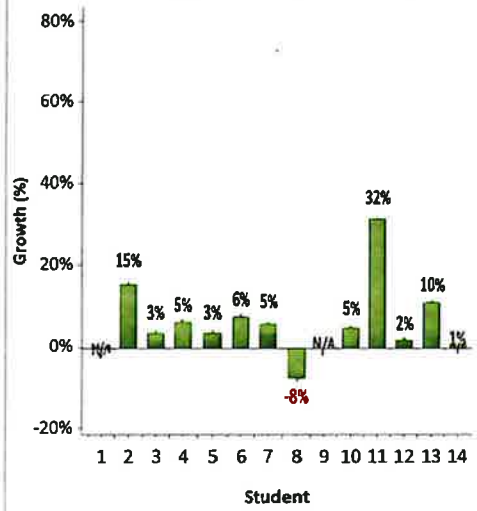


Since Last Fall (Fall 2025 → Spring 2026)

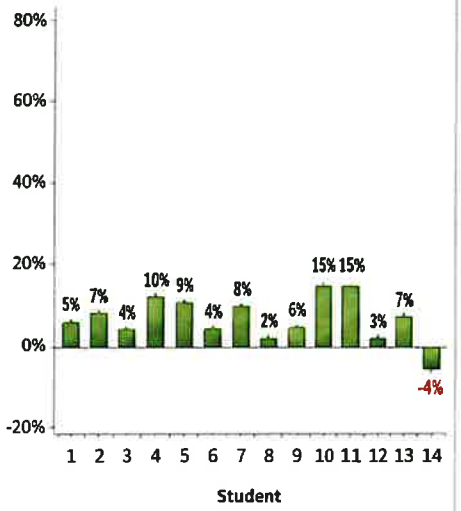


STAR MATH GROWTH

Since Last Spring (Spring 2025 → Spring 2026)



Since Last Fall (Fall 2025 → Spring 2026)



READING SUMMARY

Time Period	Average Growth (Excluding N/A)	Median Growth (Excluding N/A)	Students with Positive Growth	Students with Negative Growth
Since Last Spring (Spring 2025 → Spring 2026)	17.1%	11.0%	12 of 12 (100%)	0 of 12 (0%)
Since Last Fall (Fall 2025 → Spring 2026)	11.0%	8.5%	13 of 14 (93%)	1 of 14 (7%)

MATH SUMMARY

Time Period	Average Growth (Excluding N/A)	Median Growth (Excluding N/A)	Students with Positive Growth	Students with Negative Growth
Since Last Spring (Spring 2025 → Spring 2026)	6.1%	4.0%	12 of 13 (92%)	1 of 13 (8%)
Since Last Fall (Fall 2025 → Spring 2026)	6.1%	6.0%	13 of 14 (93%)	1 of 14 (7%)

READING HIGHLIGHTS

- Strongest growth since last spring: Student 11 (76%)
- Strongest growth since last fall: Student 11 (40%)
- All students with data showed positive growth since last spring.
- 93% of students showed positive growth since last fall.

MATH HIGHLIGHTS

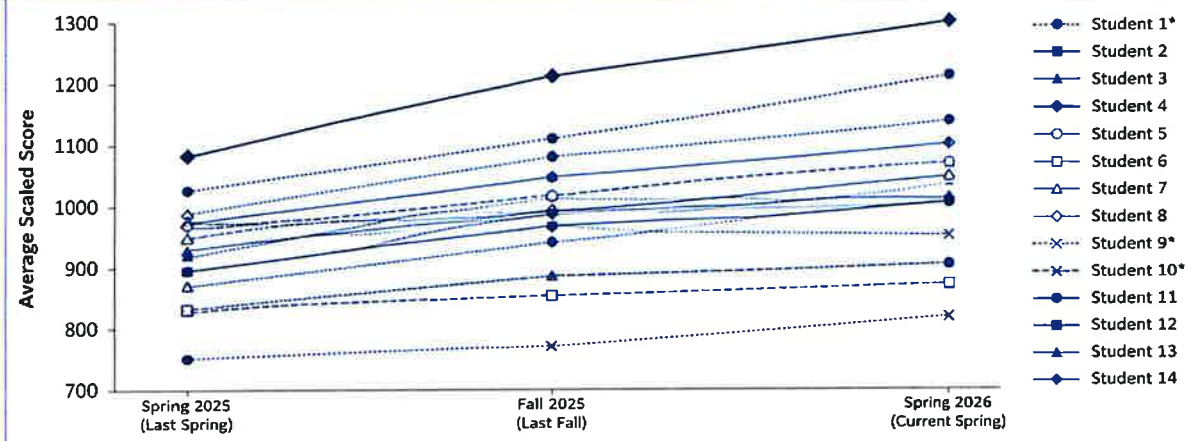
- Strongest growth since last spring: Student 11 (32%)
- Strongest growth since last fall: Students 11 & 10 (15%)
- 92% of students showed positive growth since last spring.
- 93% of students showed positive growth since last fall.

N/A = No data available for that time period.

STAR Student Growth Over Time (2024–2026)

Tracking Average Scaled Score Growth Across Three Time Points

STAR READING: Average Scaled Score Over Time



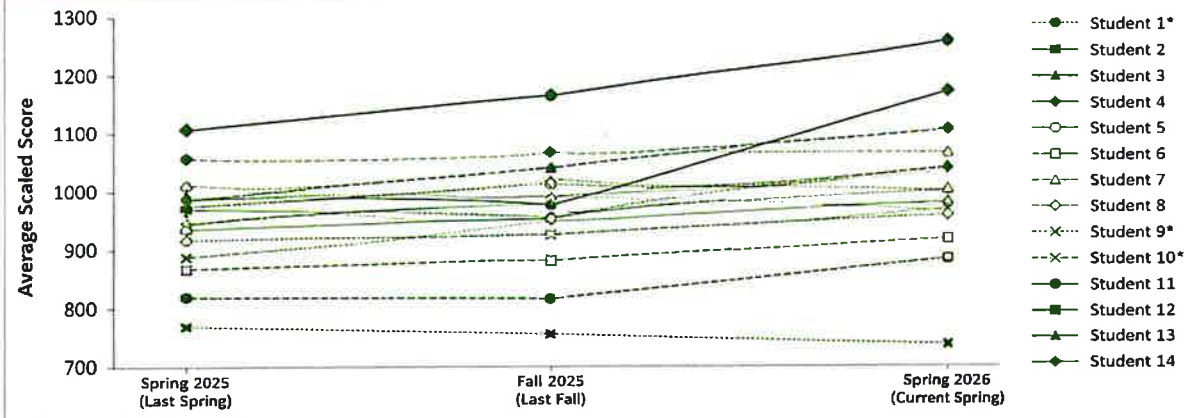
* No data available for one of the time points.

STAR READING: Average Scaled Score

Student	Spring 2025 (Last Spring)	Fall 2025 (Last Fall)	Spring 2026 (Current Spring)	Growth Since Last Fall
1	N/A	1,010	1,101	9%
2	931	1,118	1,341	20%
3	873	952	1,045	9%
4	1,038	1,121	1,221	9%
5	954	1,042	1,135	9%
6	825	842	859	2%
7	895	1,019	1,153	13%
8	968	1,084	1,213	12%
9	N/A	971	952	-2%
10	N/A	840	889	6%
11	751	1,052	1,473	40%
12	892	981	1,079	10%
13	948	995	1,046	5%
14	980	999	1,019	2%

N/A = No data available for that time point.

STAR MATH: Average Scaled Score Over Time



* No data available for one of the time points.

STAR MATH: Average Scaled Score

Student	Spring 2025 (Last Spring)	Fall 2025 (Last Fall)	Spring 2026 (Current Spring)	Growth Since Last Fall
1	N/A	1,063	1,116	5%
2	972	1,118	1,284	15%
3	961	990	1,030	4%
4	938	985	1,083	10%
5	1,015	1,045	1,139	9%
6	936	992	1,033	4%
7	924	971	1,049	8%
8	1,098	1,009	1,029	2%
9	N/A	982	1,040	6%
10	N/A	999	1,059	6%
11	824	1,087	1,251	15%
12	970	989	1,018	3%
13	1,001	1,101	1,178	7%
14	870	879	845	-4%

N/A = No data available for that time point.

KEY TAKEAWAYS

All students with data showed growth in Reading since last spring. 93% showed growth since last fall.

Strongest Reading growth since last fall: Student 11 (+40%)
Strongest since last spring: Student 11 (+76%)

92% of students showed growth in Math since last spring. 93% showed growth since last fall.

Strongest Math growth since last fall: Students 11 & 10 (+15%)
Strongest since last spring: Student 11 (+32%)