LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia School District

CDS Code: 30-66589-0000000

School Year: 2024-25

LEA contact information:

Veronica Lizardi, Ed.D.

Assistant Superintendent, Educational Services

vlizardi@magnoliasd.org

(714) 761-5533

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).
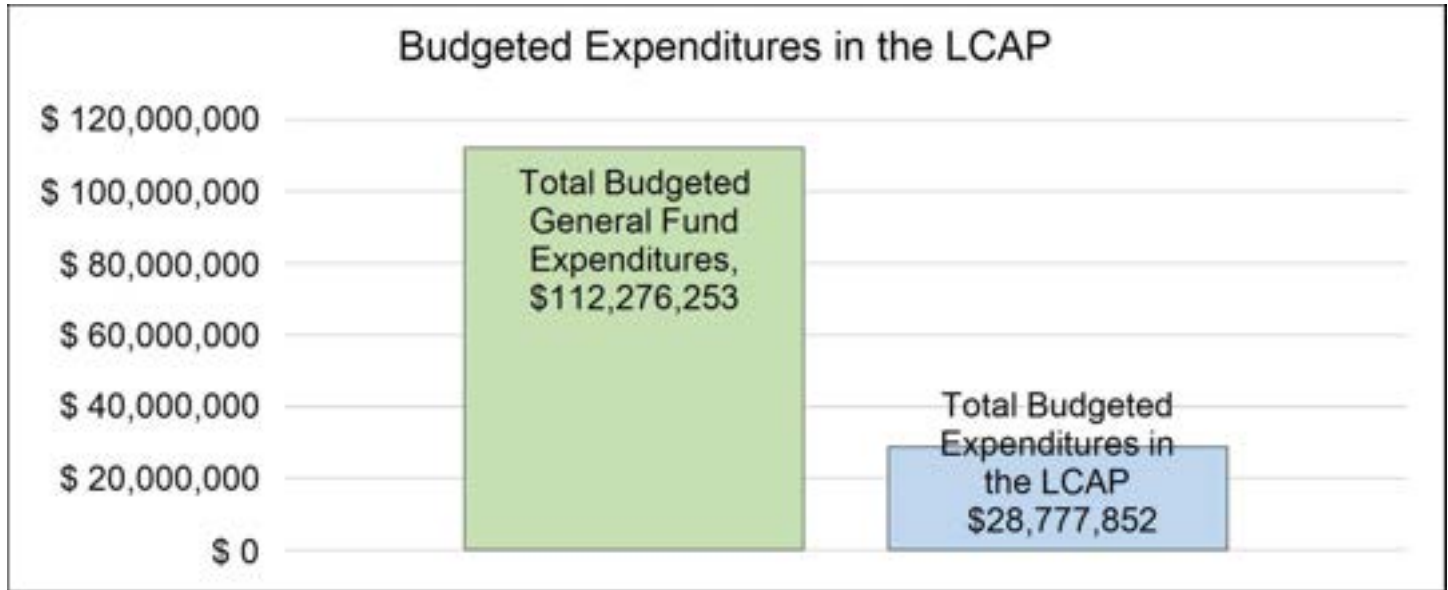
Budget Overview for the 2024-25 School Year
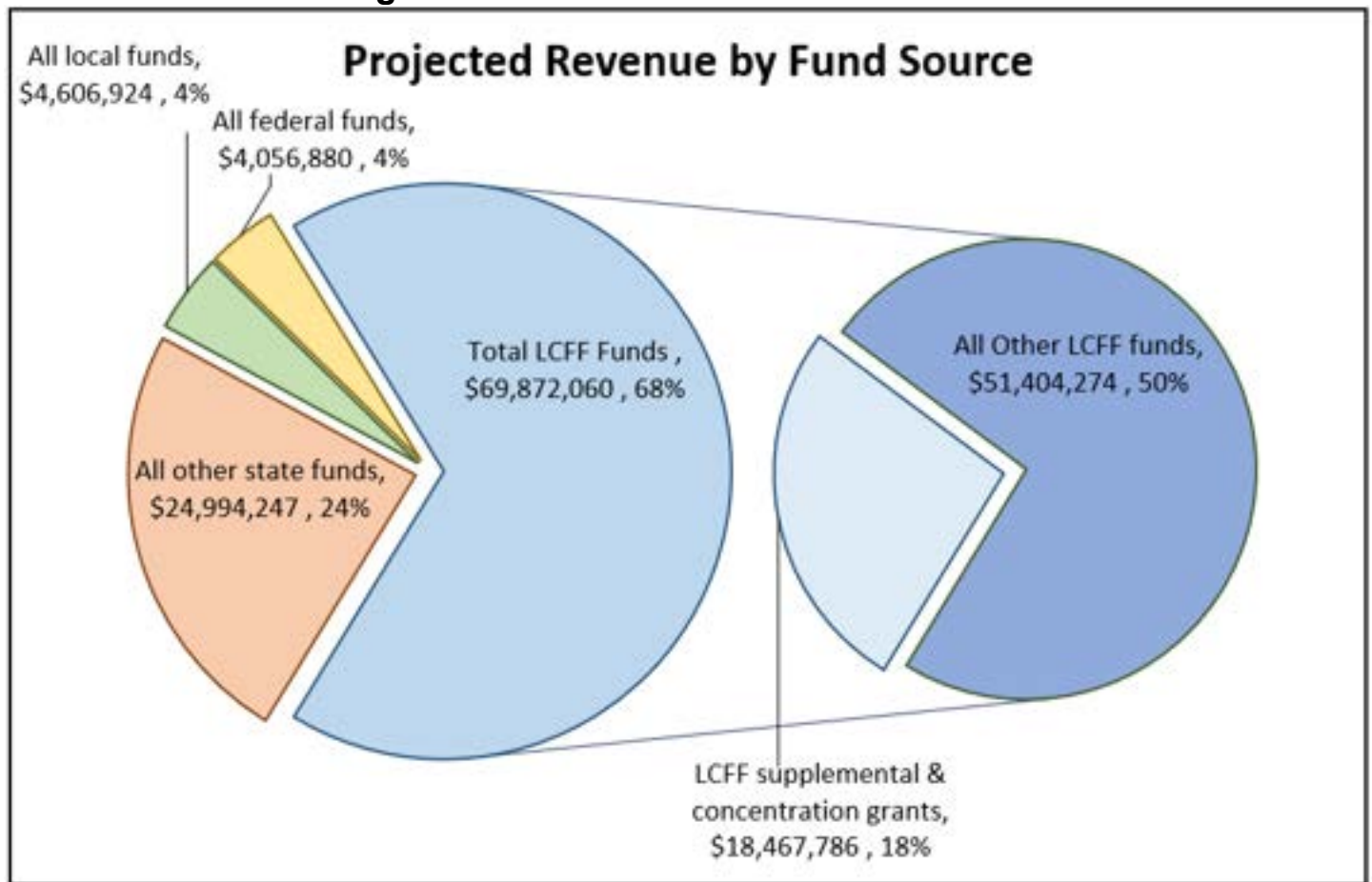
This chart shows the total general purpose revenue Magnolia School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia School District is $103,530,111, of which $69,872,060 is Local Control Funding Formula (LCFF), $24,994,247 is other state funds, $4,606,924 is local funds, and $4,056,880 is federal funds. Of the $69,872,060 in LCFF Funds, $18,467,786 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $112,276,253

Total Budgeted Expenditures in the LCAP $28,777,852

This chart provides a quick summary of how much Magnolia School District plans to spend for 2024-25. 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: Magnolia School District plans to spend $112,276,253 for the 2024-25 school year. Of that amount, $28,777,852 is tied to actions/services in the LCAP and $83,498,401 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Our general fund (restricted and unrestricted) expenditures of approximately $88.5 million, not included in the LCAP, provide for District-wide operations as well as core and other support services. These include:

Salaries and Benefits: A significant portion of the general fund budget typically goes towards salaries and benefits for teachers, administrators, and support staff. This includes wages, healthcare benefits, retirement contributions, and other employee-related expenses.

Utilities and Maintenance: Funds are allocated to cover the costs of utilities such as electricity, water, and heating, as well as maintenance expenses for repairing and upkeep of school buildings, grounds, and equipment.

Instructional Materials and Supplies: Budget is allocated for purchasing textbooks, workbooks, digital resources, art supplies, laboratory materials, and other instructional resources necessary for classroom learning.

Technology Infrastructure: Expenditures are made to maintain and upgrade technology infrastructure, including computers, software licenses, internet connectivity, and other technological tools used for instruction and administration.

Professional Development: Funds are allocated for professional development programs and training sessions for teachers and staff to enhance their skills and knowledge in pedagogy, curriculum development, assessment practices, and other areas.

Transportation: Budget is allocated for transportation services such as buses or contracts with transportation companies to provide transportation for students to and from school, field trips, and other educational activities.

Insurance: Expenditures cover insurance premiums for liability, property, and other types of insurance necessary to protect the school and its assets.

Administrative Costs: Funds are allocated for administrative expenses, including salaries for principals, office staff, and other administrative personnel, as well as office supplies, communication expenses, and other administrative needs.

Facilities Improvement: Budget is allocated for facility improvement projects such as renovations, expansions, or construction of new facilities to accommodate growing student populations or address infrastructure needs.
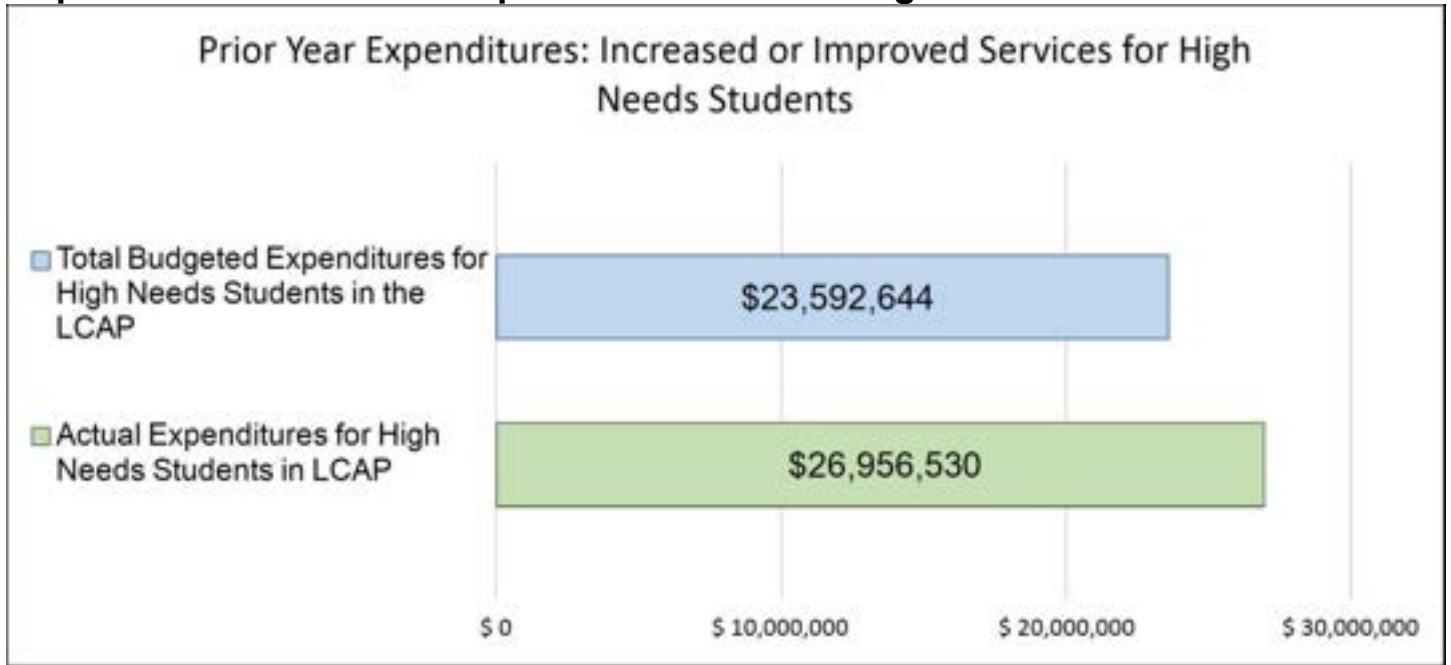
Special Programs and Services: Expenditures cover costs associated with special education programs, English language learner services, counseling services, health services, and other specialized programs to support the diverse needs of students.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia School District is projecting it will receive $18,467,786 based on the enrollment of foster youth, English learner, and low-income students. Magnolia School District must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia School District plans to spend $23,479,507 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$23,592,644
☐ Actual Expenditures for High Needs Students in LCAP	$26,956,530

$0 $10,000,000 $20,000,000 $30,000,000

This chart compares what Magnolia 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 Magnolia 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 2023-24, Magnolia School District's LCAP budgeted $23,592,644 for planned actions to increase or improve services for high needs students. Magnolia School District actually spent $26,956,530 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia School District	Veronica Lizardi, Ed.D. Assistant Superintendent, Educational Services	vlizardi@magnoliasd.org (714) 761-5533

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Engagement Magnolia School District will provide a robust Multi-Tiered System of Support (MTSS) that promotes meaningful engagement by parents and students, ensures positive and inclusive school climates that cultivate social-emotional and academic competencies, and nurtures the development of healthy children and families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	Attendance Rate (ADA P1 for 2020-21 school year = 96%	Attendance Rate (ADA P1 for 2021-22 school year = 93%	Attendance Rate (ADA P1 for 2022-23 school year = 91%	Attendance Rate (ADA P1 for 2023-24 school year = 90.33%	District will maintain or improve baseline attendance rate of 96%.
Chronic Absenteeism Rate	CA School Dashboard metric shows an MSD baseline rate of 8.9% (Yellow performance level on the California School Dashboard; below State average of 10.1%) SARB Report (CALPADS Student Absenteeism Count, 2019-20): 3.7% (students absent 10% or more of the school year)	Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 California School Dashboard. SARB Report (CALPADS Student Absenteeism Count, 2020-21): 7.4% (students absent 10% or more of the school year)	CA School Dashboard Very High Performance Level with 31.63% chronically absent. Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five	CA School Dashboard Yellow Performance Level with 26.4% chronically absent (higher than State average of 24.3% chronically absent). SARB Report (CALPADS Student Absenteeism Count 2022-23): 33.58% (students absent 10% or more of the school year.)	District will achieve or exceed a "Green" performance level on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. SARB Report (CALPADS Student Absenteeism Count, 2021-22): 31.63% (students absent 10% or more of the school year)		
Suspension Rates	CA School Dashboard metric shows Suspension rate of 1.2% for 2018-19 (Yellow performance level on the California School Dashboard; lower than the state average of 3.4%). CALPADS Discipline Incidents Report (2019-20) = 255 incidents (District-wide)	Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 California School Dashboard. CALPADS Discipline Incidents Report (2020-21) = 51 incidents (District-wide)	CALPADS Discipline Incidents Report (2021-22) = 97 incidents (District-wide)	CA School Dashboard Suspension Rate Yellow Performance Level with 1.1% suspended at least one day (below State average of 3.5% suspended at least one day). CALPADS Discipline Incidents Report (2022-23) = 69 incidents (Districtwide)	District will achieve or exceed a "Green" performance level on the California School Dashboard District will decrease a minimum of 50% of Discipline Incidents (CALPADS) from the baseline data.
Expulsion Records	MSD Expulsion rate = 0 expulsions over the last 5 years	MSD Expulsion rate = 0 expulsions for 2021-2022	MSD Expulsion rate = 0 expulsions for 2022-2023	MSD Expulsion rate = 0 expulsions for 2023-2024	District will maintain a 0 expulsion rate annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Advisory Council Meetings -- Agendas and Minutes	Quarterly parent advisory meetings are conducted at the District and school levels to seek parent input in decision-making.	Quarterly parent advisory meetings were conducted at the District and school levels to seek parent input in decision-making.	Quarterly parent advisory meetings were conducted at the District and school levels to seek parent input in decision-making.	Quarterly parent advisory meetings were conducted at the District and school levels to seek parent input in decision-making.	District will maintain a schedule of parent advisory meetings conducted at least quarterly.
Parent Education Courses and Workshops	At least one parent workshop is provided at every school per semester on various topics. Parents at all school sites have opportunities to participate in English as a Second Language (ESL) classes.	At least one parent workshop was provided at every school per semester on various topics. Parents at all school sites had opportunities to participate in English as a Second Language (ESL) classes.	At least one parent workshop was provided at every school per semester on various topics. Parents at all school sites had opportunities to participate in English as a Second Language (ESL) classes.	At least one parent workshop was provided at every school per semester on various topics. Parents at all school sites had opportunities to participate in English as a Second Language (ESL) classes.	Every school will maintain a schedule of least one parent workshop per semester on various topics as well as access to English as a Second Language (ESL) classes each year.
School-Based Parent Volunteer Opportunities	Parents of all Magnolia School District students are provided with regular opportunities to volunteer at their children's school.	Due to COVID-19 restrictions, parents were not permitted on school campuses for the 2021-2022 school year.	Parents of all Magnolia School District students are provided with regular opportunities to volunteer at their children's school.	Parents of all Magnolia School District students are provided with regular opportunities to volunteer at their children's school.	Every school will maintain a robust parent volunteer program with monthly opportunities provided each year.
Dashboard Self-Reflection Tool/School Climate Survey	District school climate survey of students in January 2020 yielded the following findings: • 80% of students reported that they feel that	District school climate survey of students 2021-22 yielded the following findings: • 80% of students reported that they feel that	District school climate survey of students in 2022-23 yielded the following findings: • 77% of students reported that they feel that	District school climate survey of students in 2023-24 yielded the following findings: • 99% of students reported that they feel that	Over 95% of students will report high levels of satisfaction with school safety, support, attendance, and kindness among students on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	their school is safe • 80% of students report that help is readily available when they need it • 93% of students report that it is very important for them to attend school every day • 94% of students report that students in the school are kind to each other, 37% responding with the highest rating, and 55% with a moderate rating.	their school is safe • 92% of students report that help is readily available when they need it • 93% of students report that it is very important for them to attend school every day • 93% of students report that students in the school are kind to each other, 42% responding with the highest rating, and 51% with a moderate rating.	their school is safe • 82% of students report that help is readily available when they need it • 90% of students report that it is very important for them to attend school every day • 90% of students report that students in the school are kind to each other, 36% responding with the highest rating, and 54% with a moderate rating.	their school is safe • 98% of students report that help is readily available when they need it • 98% of students report that it is very important for them to attend school every day • 99% of students report that students in the school are kind to each other, 32% responding with the highest rating, and 57% with a moderate rating.	annual school climate survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard Self-Reflection Tool/Parent Engagement Survey	Results of the parent survey administration during the 2019-20 school year showed high levels of positive feedback from parents regarding District parent involvement programs: • 95% of parent responses indicated that they receive information and resources to support their child's learning at home • 90% of parent responses indicated that their child's school provides parents with opportunities to be involved in advisory groups and decision-making	Results of the parent survey administration during the 2021-22 school year showed high levels of positive feedback from parents regarding District parent involvement programs: • 96% of parent responses indicated that they receive information and resources to support their child's learning at home • 82% of parent responses indicated that their child's school provides parents with opportunities to be involved in advisory groups and decision-making	Results of the parent survey administration during the 2022-23 school year showed high levels of positive feedback from parents regarding District parent involvement programs: • 91% of parent responses indicated that they receive information and resources to support their child's learning at home • 85% of parent responses indicated that their child's school provides parents with opportunities to be involved in advisory groups and decision-making	Results of the parent survey administration during the 2023-24 school year showed high levels of positive feedback from parents regarding District parent involvement programs: • 91% of parent responses indicated that they receive information and resources to support their child's learning at home. • 88% of parent responses indicated that their child's school provides parents with opportunities to be involved in advisory groups and decision-making	Over 95% of parents will report high levels of satisfaction with school communication and engagement opportunities on the annual parent survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 88% of parent responses indicate that their child's school provides opportunities for families and school staff to work together to plan, design, implement, and evaluate family engagement activities.	• 79% of parent responses indicate that their child's school provides opportunities for families and school staff to work together to plan, design, implement, and evaluate family engagement activities.	• 79% of parent responses indicate that their child's school provides opportunities for families and school staff to work together to plan, design, implement, and evaluate family engagement activities.	• 83% of parent responses indicate that their child's school provides opportunities for families and school staff to work together to plan, design, implement, and evaluate family engagement activities.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the social-emotional needs of students continued as a priority. We continued to see an increase in the need for social-emotional support for our students and families as a result of the COVID-19 pandemic. During the 2023-24 school year, a new diagnostic social-emotional diagnostic screener was piloted (funded out of Goal 2 Action 2) called the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS). This results of the SAEBRS screener provided insight on how to enhance Tier I social and emotional supports for all students. In addition, social workers and counseling services were used to support the increase in referrals. Parent liaisons continued to be a great support to help and support all families with various needs and services. Parent involvement liaison hours were increased by 2.5 hours to support families before and after school. Parent workshops and academies were well attended and we saw an increase in participation. Families wanted more support in helping their children through social-emotional topics such as aggression, depression, lack of motivation, discipline. An 8-week series part two continued this year for English learner and low-income families that covered topics in these areas mentioned earlier. To support families, these parent workshops were held virtually and more parents were able to participate without worrying

about their health and safety with in-person trainings. Our mental health staff were utilized in many ways to support the increase need. For this reason, additional Behavior Interventionists were added to support students. Saturday Academy was implemented again this year to support students with chronic absenteeism. All students were invited to attend one, two, or all three Saturday Academy days offered to not only support with attendance, but it allowed students the opportunity to participate in a highly engaging day. Activities included high-interest assemblies, STEM, and physical education with social-emotional components embedded throughout the lessons. The services in this goal for students were invaluable and the local assessment data shows that students were able to maintain their academic growth from the 2022-2023 to the 2023-2024 school year. Magnolia School District exited out of Differentiated Assistance for Chronic Absenteeism and decreased students who were chronically absent from 29.8% to 26.4% (CA School Dashboard).

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.

Action 1.1 increased as a result of a step and column and 6.0% salary increase.
Action 1.2 was not spent as a result of Educator Effectiveness Grant funds used for professional development.
Action 1.3 increased as a result of step and column and 6.0% salary increase.
Action 1.4 increased as a result of increased parent involvement activities for each school.
Action 1.5 was not spent as a result of Title I and Title III grant funds utilized to support parent education childcare. Majority of parent workshops were held virtually.
Action 1.6 increased as a result of less funds from Homeless Grant therefore additional supplemental and concentration funds were needed to meet this action's expenditures.
Action 1.7 increased as a result of step and column and 6.0% salary increase.
Action 1.9 increased as a result of step and column and 6.0% salary increase and of hiring additional Behavior Interventionists for a total of 15 staff to support all nine schools.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 1 Actions provided Magnolia School District students opportunities to engaged in school and had higher level of attendance. Parent involvement liaisons provided extensive support to parents and families. They coordinated parent education opportunities at every school and parent support and services such as Food Pantries. Their hours were increased by 2.5 hours to support the transition from dismissal to the after school program and there were less discipline referrals as a result of this increase. An increase in parent participation is evidence of the support services provided to parents and their positive response to the services in Goal 1. Students are experiencing higher levels of engagement and positive behavior. Chronic absenteeism decreased from 29.8% (2022 Dashboard) to 26.4% (2023 Dashboard). A total of eleven (11) subgroups received a Very High performance level on the 2022 Dashboard in chronic absenteeism and the decreased to zero (0) subgroups in the Red Performance Level on the 2023 Dashboard. Student discipline incidents decreased from 255 (baseline) to 69 discipline incidents. Increasing support staff such as Behavior Interventionists has shown effectiveness based on the data. Students are provided with targeted strategies that support them with behavioral challenges. Students overall feeling of safety have increased over the

three year LCAP cycle. Support staff such as Health Clerks and Social Workers have shown effectiveness as evidence in the LCAP climate student survey. Over the three year LCAP cycle, students who feel safe at school increased from 80% to 99%; students who feel help is readily available when they need it increased from 80% to 98%; students who feel it is important for them to attend school increased from 93% to 98%; students reported that students are kind to each other increased from 94% to 99%.

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

Goal 1 Action 6 will have a material difference beginning in 2024-25. The 2023 Dashboard Suspension Rate Indicators shows that Foster Youth received a Red Performance Level (6.3% suspended at least one day) Districtwide. As a result of Differentiated Assistance, an increase of services will be implemented to address Foster Youth Distriwide including resources and supports to address suspensions. The goal of this action is to decrease the number of Foster Youth being suspended from school and an increase in supports and services provided to ensure Foster Youth do not miss academic, behavioral and social emotional learning due to a suspension.

Goal 1 Action 9 will have a material difference beginning in 2024-25. The 2023 Dashboard Suspension Rate Indicators shows that Foster Youth received a Red Performance Level (6.3% suspended at least one day) Districtwide. The 2023 Dashboard Suspension Rate Indicators shows that low income students received a Green Performance Level (1.1% suspended at least one day) Districtwide. As a result of Differentiated Assistance, an increase in the number of Behavior Interventionists will be implemented to address Foster Youth Distriwide and the Hispanic subgroup at Disney School who received a Red Performance Level on the 2023 Dashboard in Suspension Rate.

Goal 1 Action 10 has additional services address Chronic Absenteeism. As a result of Differentiated Assistance we found that the Two or More Races subgroup received a Red Performance Level in Chronic Absenteeism (2023 Dashboard). As a result of Additional Targeted Support and Improvement (ATSI) status, Juliette Low School of the Arts will monitor chronic absenteeism for all students and specifically the following subgroups who received a Red Performance Level in chronic absenteeism - English Learners, Socioeconomically Disadvantaged, Hispanic, and White. The following MSD schools will monitor chronic absenteeism for specific subgroups who received a Red Performance Level on the 2023 Dashboard for chronic absenteeism: Salk School: White; Marshall School: All students, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged; Walter School: Homeless; Maxwell School: Student with Disabilities, White; and Robert M. Pyles STEM Academy: All students, Hispanic, Socioeconomically Disadvantaged.This data led the District to continue to provide all school sites with funding to continue to provide attendance incentive programs. In addition, the GRIP program was added to provide additional support to address chronic absenteeism. The goal of this action is to meet the desired outcome in the Chronic Absenteeism Dashboard metric with a Green Performance Level for all subgroups who received a Red Performance Level on the 2023 Dashboard.

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.

Goals and Actions

Goal

Goal #	Description
2	Goal 2: Pupil Outcomes ALL Magnolia School District students will be provided with quality instructional programs and services to become lifelong learners, and will show continuous progress in academic and language proficiency in order to meet or exceed grade level standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Assessment - English Language Arts (SBAC – ELA)	SBAC - ELA (2018-19): Overall: 54% met or exceeded standards, with overall performance level of "Green" on the California School Dashboard. English Learners: 52% met or exceeded standards, with a performance level of "Green" on the California School Dashboard. Socio-Economically Disadvantaged: 49% met or exceeded	Due to the COVID-19 pandemic, the SBAC was not administered. Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 California School Dashboard.	SBAC - ELA (2021-22): Overall: 47.89% Met or Exceeded Standard, with overall performance level of "Low" on the 2022 Dashboard. English Learners: 61.71% Met or Exceeded Standard, with overall performance level of "Low" on the 2022 Dashboard. Socio-Economically Disadvantaged: 44.46% Met or Exceeded Standard, with overall	SBAC - ELA (2022-23): Overall: 47.31% met or exceeded standards, with overall performance level of "Orange" on the California School Dashboard. English Learners: 23.02% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard. Socio-Economically Disadvantaged: 42.92% met or	SBAC - ELA: Overall: Maintain or increase the percentage of MSD students meeting or exceeding standards, with an overall performance level of "Green" or "Blue" on the California School Dashboard. English Learners: Maintain or increase the percentage of EL students meeting or exceeding the standards, with a performance level of "Green" or "Blue" on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standards, with a performance level of "Green" on the California School Dashboard. Students with Disabilities: 21% met or exceeded standards, with a performance level of "Yellow" on the California School Dashboard.		performance level of "Low" on the 2022 Dashboard. Student with Disabilities: 12.54% Met or Exceeded Standard, with overall performance level of "Very Low" on the 2022 Dashboard. Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.	exceeded standards, with a performance level of "Orange" on the California School Dashboard. Students with Disabilities: 19.40% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard.	the California School Dashboard. Socio-Economically Disadvantaged: Maintain or increase the percentage of SED students meeting or exceeding the standards, with a performance level of "Green" or "Blue" on the California School Dashboard. Students with Disabilities: Increase the percentage of SED students meeting or exceeding the standards to achieve a performance level of "Green" or "Blue" on the California School Dashboard
State Assessment - Mathematics (SBAC – Math)	SBAC - Math (2018-19): Overall: 47% met or exceeded standards,	Due to the COVID-19 pandemic, the SBAC was not administered.	SBAC - Math (2021-22) Overall: 39.18% Met or Exceeded Standard, with overall	SBAC - Math (2022-23): Overall: 40.81% met or exceeded	SBAC - Math: Overall: Increase the percentage of MSD students meeting or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	with an overall performance level of "Yellow" on the California School Dashboard. English Learners: 45% met or exceeded standards, with a performance level of "Yellow" on the California School Dashboard. Socio-Economically Disadvantaged: 42% met or exceeded standards, with a performance level of "Green" on the California School Dashboard. Students with Disabilities: 19% met or exceeded standards, with a performance level of "Yellow" on the California School Dashboard.	Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 California School Dashboard.	performance level of "Low" on the 2022 Dashboard. English Learners: 49.13% Met or Exceeded Standard, with overall performance level of "Low" on the 2022 Dashboard. Socio-Economically Disadvantaged: 35.68% Met or Exceeded Standard, with overall performance level of "Low" on the 2022 Dashboard. Student with Disabilities: 14.67% Met or Exceeded Standard, with overall performance level of "Very Low" on the 2022 Dashboard. Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data	standards, with an overall performance level of "Green" on the California School Dashboard. English Learners: 19.98% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard. Socio-Economically Disadvantaged: 36.02% met or exceeded standards, with a performance level of "Yellow" on the California School Dashboard. Students with Disabilities: 18.01% met or exceeded standards, with a performance level of "Yellow" on the California School Dashboard.	exceeding standards to achieve an overall performance level of "Green" or "Blue" on the California School Dashboard. English Learners: Increase the percentage of EL students meeting or exceeding the standards to achieve a performance level of "Green" or "Blue" on the California School Dashboard. Socio-Economically Disadvantaged: Maintain or increase the percentage of SED students meeting or exceeding the standards, with a performance level of "Green" or "Blue" on the California School Dashboard. Students with Disabilities: Increase the percentage of SED students meeting or exceeding the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.		standards to achieve a performance level of "Green" or "Blue" on the California School Dashboard.
Local Reading Assessment: i-Ready Diagnostic	i-Ready Reading (2019-20): Overall: 52% of students scored within grade level on end-of-year interim assessment. English Learners: 39% of students scored within grade level on end-of-year interim assessment. Socio-Economically Disadvantaged: 59% of students scored within grade level on end-of-year interim assessment.	i-Ready Reading (2020-21): Overall: 49% of students scored within grade level on end-of-year interim assessment. English Learners: 37% of students scored within grade level on end-of-year interim assessment. Socio-Economically Disadvantaged: 45% of students scored within grade level on end-of-year interim assessment.	i-Ready Reading (2021-22): Overall: 50% of students scored within grade level on end-of-year interim assessment. English Learners: 37% of students scored within grade level on end-of-year interim assessment. Socio-Economically Disadvantaged: 45% of students scored within grade level on end-of-year interim assessment.		i-Ready Reading: Overall: Increase the overall percentage of students scoring within grade level on end-of-year interim assessment to 80%. English Learners: Increase the percentage of students scoring within grade level on end-of-year interim assessment to 70%. Socio-Economically Disadvantaged: Increase the percentage of students scoring within grade level on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities: 13% of students scored within grade level on end-of-year interim assessment.	Students with Disabilities: 24% of students scored within grade level on end-of-year interim assessment.	Students with Disabilities: 24% of students scored within grade level on end-of-year interim assessment.		end-of-year interim assessment to 70%. Students with Disabilities: Increase the percentage of students scoring within grade level on end-of-year interim assessment to 43%.
Local Math Assessment: i-Ready Diagnostic	i-Ready Math (2019-20): Overall: 34% of students scored within grade level on end-of-year interim assessment. English Learners: 37% of students scored within grade level on end-of-year interim assessment. Socio-Economically Disadvantaged: 60% of students scored within grade level on end-of-year interim assessment.	i-Ready Math (2020-21): Overall: 45% of students scored within grade level on end-of-year interim assessment. English Learners: 31% of students scored within grade level on end-of-year interim assessment. Socio-Economically Disadvantaged: 40% of students scored within grade level on end-of-year interim assessment.	i-Ready Math (2021-22): Overall: 47% of students scored within grade level on end-of-year interim assessment. English Learners: 31% of students scored within grade level on end-of-year interim assessment. Socio-Economically Disadvantaged: 40% of students scored within grade level on end-of-year interim assessment.		i-Ready Math: Overall: Increase the percentage of students scoring within grade level on end-of-year interim assessment to 70%. English Learners: Increase the percentage of students scoring within grade level on end-of-year interim assessment to 70%. Socio-Economically Disadvantaged: Increase the percentage of students scoring within grade level on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities: 13% of students scored within grade level on end-of-year interim assessment.	Students with Disabilities: 22% of students scored within grade level on end-of-year interim assessment.	Students with Disabilities: 22% of students scored within grade level on end-of-year interim assessment.		end-of-year interim assessment to 70%. Students with Disabilities: Increase the percentage of students scoring within grade level on end-of-year interim assessment to 43%.
English Language Proficiency Assessment of California (ELPAC)	On Dataquest: 17.06% Proficient (Level 4/Well Developed) 43.01% Level 3 (Moderately Developed) 28.67% Level 2 (Somewhat Developed) 10.85% Level 1 (Minimally Developed) California School Dashboard: The percentage of ELs making at least one performance level of growth in English proficiency was 51.7%, which is a State performance	On Dataquest: 11.85% Proficient (Level 4/Well Developed) 40.89% Level 3 (Moderately Developed) 34.58% Level 2 (Somewhat Developed) 12.69% Level 1 (Minimally Developed) Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 California School Dashboard.	On Dataquest: 16.77% Proficient (Level 4/Well Developed) 42.08% Level 3 (Moderately Developed) 28.29% Level 2 (Somewhat Developed) 12.85% Level 1 (Minimally Developed) California School Dashboard: The percentage of ELs making at least one performance level of growth in English proficiency was 53.5%, which is a State performance level of "High" (2022).	On Dataquest: 23.17% Proficient (Level 4/Well Developed) 41.57% Level 3 (Moderately Developed) 23.91% Level 2 (Somewhat Developed) 11.35% Level 1 (Minimally Developed) California School Dashboard: The percentage of ELs making at least one performance level of growth in English proficiency was 62.5%, which is a State performance level of "Green".	Increase the percentage of ELs making at least one performance level of growth in English proficiency to over 60% (an increase of 3% annually). Achieve a performance level of "High" on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	level of "Medium" (2018-19).		Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.		
Reclassification Rate	The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2020-21 was 8% (Current year data is significantly lower than prior year rate of 16.8% due to challenges related to COVID-19 pandemic); State comparison data not yet available).	The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2021-22 was 11%.	The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2022-23 was 9.5%.	The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2023-24 was 6%.	District will maintain a reclassification rate of at least 18%, and/or be above the State and County average (depending upon adjusted criteria established each year).
Dashboard Self-Reflection Tool/Access to a	All MSD students had access to a broad course of study as	All MSD students had access to a broad course of study as	All MSD students had access to a broad course of study as	All MSD students had access to a broad course of study as	District will maintain a broad course of study as specified in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad Course of Study	specified in the California Education Code for grades 1-6 including programs and services for English learners, low income students, foster youth, and those with exceptional needs.	specified in the California Education Code for grades 1-6 including programs and services for English learners, low income students, foster youth, and those with exceptional needs.	specified in the California Education Code for grades 1-6 including programs and services for English learners, low income students, foster youth, and those with exceptional needs.	specified in the California Education Code for grades 1-6 including programs and services for English learners, low income students, foster youth, and those with exceptional needs.	California Education Code for grades 1-6 including programs and services for English learners, low income students, foster youth, and those with exceptional needs.
California Science Test (CAST)	N/A	N/A	Baseline Data (2021-22) California Science Test (CAST) Overall: 29.03% met or exceeded standard for science. Socio-economically disadvantaged students: 24.91% met or exceeded standard for science. English Learners: 29.46% met or exceeded standard for science. Students with Disabilities: 8.61% met or exceeded standard for science.	California Science Test (CAST) 2022-23 Overall: 28.71% met or exceeded standard for science. Socio-economically disadvantaged students: 24.17% met or exceeded standard for science. English Learners: 4.9% met or exceeded standard for science. Students with Disabilities: 3.90% met or exceeded standard for science.	Overall: Increase the percentage of MSD students meeting or exceeding standards to achieve an overall performance level of "Green" or "Blue" on the California School Dashboard. English Learners: Increase the percentage of EL students meeting or exceeding the standards to achieve a performance level of "Green" or "Blue" on the California School Dashboard. Socio-Economically Disadvantaged: Increase the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					percentage of SED students meeting or exceeding the standards, with a performance level of "Green" or "Blue" on the California School Dashboard. Students with Disabilities: Increase the percentage of SED students meeting or exceeding the standards to achieve a performance level of "Green" or "Blue" on the California School Dashboard.
i-Ready Assessment: Typical Growth	N/A	N/A	Baseline Data (2022-23) Typical Growth shows how a student is growing compared to average student growth at the same grade and baseline placement level. The median percent progress toward Typical Growth for Magnolia School District is 102%.		The goal is to aim to exceed 100% median progress toward Typical Growth by the end of the academic year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The overall implementation of Goal 2 was a success and students and staff received support to enhance student learning. The support systems in place continued to support students and the instructional staff with a positive trajectory in supporting student achievement. The supplemental resources in Goal 2 supported the core instructional program.   All teachers received training in Thinking Maps to support content access for all students. After school trainings titled Training Tuesdays were offered to all instructional staff. Trainings included sessions around ELD strategies, restorative practices, behavior support strategies, GATE strategies, and science. All sessions were well attended averaging 100-130 teachers. Instructional Practice Coaches at each school supported all District assessments, intervention support, teacher coaching, and other school site specific needs. The Instructional Practices Coach provided training and professional learning to all staff on a regular basis and modeled and demonstrated lessons for all teachers during District Thursday professional learning days. Coaching cycles were implemented to support teachers in their continued professional growth. Every grade level Transitional Kindergarten through sixth grade teacher met four times a year with the school Instructional Practices Coach to review student data, plan intervention and enrichment groups, and begin Academic Improvement Plans (AIP) for those students who were experiencing academic challenges. Student data included results from diagnostic assessments, District unit assessments, and subgroup data such as English Learner progress. Grade level teams followed the District pacing calendar that included District unit assessments to ensure program fidelity throughout the District. Diagnostic assessments in English Language Arts and Math were administered three times a year and grade level teams worked together during their team Data Dialogue Days where they reviewed student data and made instructional decisions for their classroom and intervention groups. The Impact Teachers funded out of the LCAP Goal 2.3 supported the intervention and enrichment programs at all nine schools by providing small group instruction.

LCAP Goal 2.7 provides funding to support all unduplicated students to attend outdoor science school. Students had the opportunity to participate in a variety of enriching activities, including experiencing the outdoors during a night hike, learning the skills of archery, navigating challenging ropes courses, and exploring marine biology by dissecting a squid up close.

All students TK through 6th grade received 18 weeks of music instruction. The goals of the program are to develop lifelong appreciation of music through creating, performing, and listening to music. Students were exposed to music from a variety of time periods and cultures to develop an understanding of the ideas and experiences of others while also developing empathy for others. Students learned to play instruments such as drums, xylophones, percussion, recorders, and ukuleles. The objectives for the students in the MSD Music Program

were to create and perform music that uses both iconic and standard notation, present a musical performance, and identify aesthetic characteristics of music and interpret meaning and value.

Libraries were fully implemented for the 2023-24 school year and students received access to their school library. Saturday Academy were offered to all MSD students to provide academic and social emotional support and an opportunity to generate Average Daily Attendance for a day missed during the school year. Saturday Academy was held on February 3, March 2, and March 16, 2024. Students were provided with a rich and engaging program that included high-interest assemblies around themes such as ocean life, reptiles, and magicians. They were provided with physical education tied to the social-emotional learning competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Summer Academy for the 2023-24 school year was offered to all incoming Kindergarten through 6th grade students which was different than the previous years where only incoming 3rd through 6th grade students were invited to participate.

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.

Action 2.1 decrease due to the use of Educator Effectiveness Grant funds for professional development services.
Action 2.3 decrease due to the challenge of hiring Impact Teachers at the beginning of the school year and unfilled Impact Teacher positions at all nine schools.
Action 2.5 increase as a result of step and column and 6.0% salary increase.
Action 2.6 decrease as a result of less expenditures in supplies and materials than planned.
Action 2.8 decrease as a result of partially funding 2.5 hours of parent involvement liaisons through Expanded Learning Opportunities Program funds to support before/after school activities.
Action 2.10 decrease as a result of over estimating on the amount of substitute teachers needed to accomplish Data Dialogue Days.
Action 2.11 increase due to additional after school programs and services at all nine schools.
Action 2.12 increase due to additional Special Education Coordinator and step and column and 6.0% increase.
Action 2.13 decrease due to budgeting for servicing Summer Academy to all K-6th grade students.   Summer Academy was held for only targeted 3rd through 6th grade students.
Action 2.14 increase due to additional Impact Teachers hired to support English Learners and step and column and 6.0% salary increase.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The COVID-19 pandemic disrupted student learning and achievement and making progress toward the desired results set prior to the pandemic. Magnolia School District did not pause in providing student learning when the pandemic hit. School Districts were notified on Friday, March 13, 2020 that students could not longer be on campus and remote learning was the only option to continue providing students instruction. By Monday, March 16, 2020, students were provided with instructional materials and technology devices were distributed and remote learning began. The efficiency that was exercised by providing a quick and immediate transition to remote mitigated learning loss that could have been more severe. Some school districts did not begin remote learning for weeks. Although not all desired results were met by 2023-24, MSD results demonstrate that the achievement gap is attainable and more time is needed to meet the targets. There is ample evidence that MSD has a positive trajectory to meet or exceed the desired results.

On the 2019 Dashboard, MSD received a Green Performance Level on the Academic Indicator (ELA) with a score of 5.8 points above standard with no subgroups at the Red Performance Level. On the 2023 Dashboard, MSD received an Orange Performance Level on the Academic Indicator (ELA) with a score of 6.6 points below standard with no subgroups at the Red Performance Level. Although there was a decrease of two performance levels from prior to the pandemic to now, the achievement gap is a difference of 12.4 points. The professional development actions along with support instructional staff such as Instructional Practices Coaches and Impact Teachers has mitigated larger gaps in learning loss. On the 2019 Dashboard, MSD received a Yellow Performance Level on the Academic Indicator (Math) with a score of 10.2 points below standard with no subgroups at the Red Performance Level. On the 2023 Dashboard, MSD received a Green Performance Level (Math) with 22.7 points below standard with no subgroups at the Red Performance Level. This significantly demonstrates that over the three-year LCAP cycle, student growth in the area of Math was evident. Similar to ELA, the professional development actions along with support instructional staff such as Instructional Practices Coaches and Impact Teachers has mitigated larger gaps in learning loss. The California Assessment of Student Performance and Progress (CAASPP) results demonstrate a similar trend in ELA and Math. In ELA, the difference of students who met or exceeded the standard decreased by 6.69% and in Math the difference of students who met or exceeded the standard decreased by 6.19%. The allocation in Goal 2 Action 2 for Instructional Practices Coaches and Goal 2 Action 3 for Illuminate and Educlimber to monitor student data is a strong reason for the slight decrease on the CAASPP in ELA and Math. Goal 2 Action 10 provides funding to support Data Dialogue Days. Every grade level Transitional Kindergarten through sixth grade teacher meets four times a year with the school Instructional Practices Coach to review student data, plan intervention and enrichment groups, and begin Academic Improvement Plans (AIP) for those students who are experiencing academic challenges. Student data includes results from diagnostic assessments, District unit assessments, and subgroup data such as English Learner progress. Grade level teams follow the District pacing calendar that includes District unit assessments to ensure program fidelity throughout the District. Diagnostic assessments in English Language Arts and Math are administered three times a year and grade level teams work together during their team Data Dialogue Days where they review student data and make instructional decisions for their classroom and intervention groups. The social emotional well-being is an integral part of the whole child. Grade levels also discuss results from the Social, Academic, and Emotional Behavior Risk (SAEBRS) screener to ensure all the needs of students are being met and instructional discussions around Tier 1, Tier II, and Tier III level supports. The results are used to provide identified students with mentoring, social skill building and other supports to help them engage positively in their learning.

English Learners have shown significant growth in English language proficiency. Goal 2 Action 14 provides school level services for English Learners by hiring Impact Teachers that provide supplemental services such as intervention and small group instruction. On the 2019 English Language Proficiency Assessment of California (ELPAC), 17.06% of English Learners scored at Level 4 (Well Developed) and on the 2023 ELPAC, 23.17% of English Learners scored at Level 4 (Well Developed). On the English Learner Progress Indicator (ELPI) there was evidence of similar growth. In 2019, 51.7% of English Learner students made progress towards English language proficiency on the ELPI and 62.5% of English Learners made progress towards English language proficiency in 2023 on the ELPI. These results show significant effectiveness with English Learners in language proficiency.

Music instruction has supported the whole child and has positively contributed to closing the achievement gap. All students TK through 6th grade received 18 weeks of music instruction. The goals of the program are to develop lifelong appreciation of music through creating, performing, and listening to music. Students were exposed to music from a variety of time periods and cultures to develop an understanding of the ideas and experiences of others while also developing empathy for others. Students learned to play instruments such as drums, xylophones, percussion, recorders, and ukuleles. The objectives for the students in the MSD Music Program were to create and perform music that uses both iconic and standard notation, present a musical performance, and identify aesthetic characteristics of music and interpret meaning and value. Goal 2 Action 5 and 6 provided music teachers and instructional materials and supplies to engage students through meaningful and purposeful music lessons for a minimum of 18 weeks. Student engagement increased and more students were in school as evident in the chronic absenteeism results on the 2023 Dashboard with a decrease of 3.4% of students chronically absent and on the LCAP student climate survey with an 5.0% of students who feel it is important for them to attend school.

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

Goal 2 Action 2 has an increase in services to address academic supports. As a result of Differentiated Assistance, Magnolia School District is addressing specific subgroups of students who received a Red Performance Level on the Academic Indicator or English Learner Progress Indicator on the 2023 Dashboard. District and school data is reflected below using 2023 Dashboard results and the specific activity that will be implemented to address student achievement: Districtwide Foster Youth scored 83.8 points below standard on the Academic Indicator (ELA) and received a Red Performance Level. As a result of this data all Instructional Practices Coaches will utilize Foster Youth data as part of the Data Dialogues held four times a year for each grade level. Each grade level at each school will ensure they know the Foster Youth in their grade level and include them during Data Dialogue discussions and provide them targeted intervention if they are scoring below grade level. Three (3) Student Achievement Teachers will be added to the three largest schools to address closing the student achievement gap for all students with a priority on Foster Youth. Walter School Students with Disabilities scored 134.1 points below standard on the Academic Indicator (ELA) and received a Red Performance Level. The Instructional Practices Coach will conduct targeted Data Dialogue sessions with special education teachers to coordinate targeted intervention and support teachers with strategies to differentiate instruction.

Baden-Powell School Students with Disabilities scored 111.9 points below standard on the Academic Indicator (Math) and received a Red Performance Level. The Instructional Practices Coach will conduct targeted Data Dialogue sessions with special education teachers to coordinate targeted intervention and support teachers with strategies to differentiate instruction. Maxwell School 42.1% of all English Learners are making progress towards English proficiency which is a decline of 23.3% from the previous year and received Red Performance Level on the English Learner Progress Indicator (ELPI). As a result of this data the Instructional Practices Coach will utilize English Learner data as part of the Data Dialogues held four times a year for each grade level. Each grade level at each school will ensure they know and understand the ELPI and ELPAC data for each of their English Learners in their grade level and include them during Data Dialogue discussions and provide them targeted intervention if they are scoring below grade level. Three Science, Technology, Engineering, Arts, and Mathematics (STEAM) Teachers will be added for the remaining six schools and one STEAM Teacher will support two schools. STEAM Teachers will enhance the academic program at six of the schools to include high-interest, engagning, and targeted lessons for all students with a priority to service students with disabilities at Walter and Baden-Powell school and English Learners at Maxwell School.

Goal 2 Action 3 has a decrease in funding due to unfilled position. The District Programs and Assessment Team will still continue to provide ongoing support for administration and analysis of student assessments and related data reporting. Disaggregated student performance reports will be shared and analyzed with school-level teams in order to identify needs of student subgroups. District-level intervention/summer programs will be coordinated for English learners, low-income students, and students with disabilities. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Districtwide Data: Overall: 47.31% met or exceeded standards, with overall performance level of "Orange" on the California School Dashboard; English Learners: 23.02% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard; Socio-Economically Disadvantaged: 42.92% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard; Students with Disabilities: 19.40% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard. Walter School Data: Students with Disabilities: 1.85% met or exceeded standards, with a "Red" Performance Level on the California School Dashboard. Assessment personnel will prioritize supporting schools with data and reports to ensure school-level teams have the most updated information to support and design services for students who are not meeting grade level expectations. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal.

Goal 2 Action 5 has an increase in services to support enrichment and provide low income students additional services they would not normally have access to outside of school. Three (3) additional music teachers and a 0.2 teacher who will work one-day a week for a total of 7.2 music teachers will provide music instruction to all students in grades Preschool - 6th grade. This increase will provide all students with additional music throughout the school year and include preschool students. One music teacher will work one-day a week and release the music lead teacher to provide support to all music teachers with modeling lessons, creating support documents for the music program and assist in the coordination of materials and supplies for the music program. This action is principally directed to low-income students based on the research that students of poverty often do not have the resources to participate in extracurricular activities such as music classes to learn how to play an instrument. A second Band Program will be implemented to support more low-income instruments and provide them the opportunity to gain skills they can utilize when attending middle and high school. In addition, a Choir Program will be implemented to support low-income students and provide them the exposure to more VAPA experiences they can utilize when attending middle and high school. Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal. Embedding music classes during the instructional day as an enrichment opportunity provides access to low-income students and supports higher on the Academic Indicator. On the 2023 Dashboard, low-income students achieved an Orange Performance Level on the ELA

Academic State indicator. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal - which states all socio-economically disadvantaged students will increase Performance Level to Green or higher on the Dashboard.

Goal 2 Action 6 has a decrease in material differences. Although there is a decrease in funding, additional services will still be possible to provide low income students with services they would not be able to participate in if it was not offered at their school site. An additional Band Program will be added and a Choir Program will be implemented in the 2024-25 school year.

Goal 2 Action 11 has an increase in services and material differences. Expanded Learning Enrichment Afterschool Clubs are offered at all nine schools and are conducted by Magnolia School District teachers. These clubs are designed to enrich students in various areas such as academic tutoring, drama club, dance club, musical theater, yoga, sign language, robotics, cooking club, eSports, journalism, and many more clubs. This action is principally directed to low-income, English learners, and Foster Youth who do not always have the opportunities to participate in enrichment type activities. This action provides extended learning opportunities to assist in closing the achievement gap for these subgroups of students. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 47.31% of students met or exceeded standard; English Learners: 23.02% of students met or exceeded standard; Socio-Economically Disadvantaged: 42.92% of students met or exceeded standard. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.81% of students met or exceeded standard. English Learners: 19.98% of students met or exceeded standard. Socio-Economically Disadvantaged: 36.02% of students met or exceeded standard. SBAC data for Foster Youth is not reported due to the privacy of student data since there are less than 11 students. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal.

Goal 2 Action 14 has an increase in material differences to support English Learners. All schools will receive an allocation based upon English Learner enrollment to provide targeted programs and services administered by Impact teachers and other support staff as outlined in each School Plan for Student Achievement (SPSA) anchored in the English Language Arts/English Language Development State Standards. Intervention materials in reading and math will be utilized to provide supplemental instruction to students who are not meeting grade level expectations. This action is principally directed to English learners to support their academic language development. The English Language Progress Indicator 2023 Dashboard results show that 23.17% are Proficient (Level 4/Well Developed); 41.57% Level 3 (Moderately Developed); 23.91% Level 2 (Somewhat Developed); 11.35% Level 1 (Minimally Developed). English Learners have shown progress based on the 2023 Dashboard English Language Progress Indicator that illustrates 62.5% of ELs made at least one performance level of growth in English proficiency. This data results in a Green Performance Level Districtwide. As a result of Differentiated Assistance and any subgroup that receives a Red Performance Level on the 2023 Dashboard, specific actions will be developed to address student achievement. Maxwell School has 42.1% of all English Learners making progress towards English proficiency which is a decline of 23.3% from the previous year and received Red Performance Level on the English Learner Progress Indicator (ELPI). As a result of this data Impact Teachers will utilize English Learner data provide targeted intervention to support the development of English Language proficiency.

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.

Goals and Actions

Goal

Goal #	Description
3	Goal 3: Basic Services

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Accountability Report Card (SARC)	No deficiencies reported on SARC or Williams visit reports; all District facilities maintained and in good repair.	No deficiencies reported on SARC or Williams visit reports; all District facilities maintained and in good repair.	No deficiencies reported on SARC or Williams visit reports; all District facilities maintained and in good repair.	No deficiencies reported on SARC or Williams visit reports; all District facilities maintained and in good repair.	District will maintain a record of "No Deficiencies" on SARC reports.
Technology Maintenance Records and Usage Reports	All classrooms maintain ample and continuous internet and phone connectivity.	All classrooms maintain ample and continuous internet and phone connectivity.	All classrooms maintain ample and continuous internet and phone connectivity.	All classrooms maintain ample and continuous internet and phone connectivity.	District will maintain a record of no outages in phone or internet connectivity during the school day.
School Accountability Report Card (SARC)	No deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution.	No deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution.	No deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution.	No deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution.	District will maintain a record of "0% lacking" on SARC instructional materials reports for all schools.
School Accountability Report Card (SARC) and Human	100% of MSD teachers are appropriately	100% of MSD teachers are appropriately	100% of MSD teachers are appropriately	100% of MSD teachers are appropriately	District will maintain a record of 100% appropriately assigned and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Resources Staffing Reports	assigned and credentialed.	assigned and credentialed.	assigned and credentialed.	assigned and credentialed.	credentialed teachers on staffing reports.
Class Size Averages	For 2020-21, class size averages were no more than 24 students in grades TK – 3.	For 2021-22, class size averages were no more than 24 students in grades TK – 3.	For 2022-23, class size averages were no more than 24 students in grades TK – 3.	For 2023-24, class size averages were no more than 24 students in grades TK – 3.	District will maintain class sizes in alignment with Grade Span Adjustment requirements and established staffing agreements.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 had a positive impact on learning and engagement and providing students with optimal conditions for learning, including safe and clean facilities, quality standards-aligned curriculum, access to technology for learning, and highly-qualified teachers. Students continued to have their own device and were able to transition successfully into utilizing instructional digital tools such as Pear Deck, Google Slides, and SeeSaw. Students utilized their own device to access District assessments, i-Ready diagnostics, i-Ready online individualized instruction, and state testing. Students have access to instruction by being able to access Google Classroom or Seesaw and have access to immediate feedback from their teacher when using tools such as Pear Deck. Classroom Smart Boards that needed to be updated were to ensure all digital tools could be utilized and maximized. Teachers are able to implement interactive lessons utilizing their Smart Board by creating opportunities for students to engage directly with the Smart Board by moving and manipulating objects on the screen or using digital writing tools to share their learning with their peers. In addition, the continuation of adding upper grade teachers to reduce class sizes to support students continues to make a positive impact on the academic and well-being of students. The additional custodial and supervision staff continues to ensure the safety and well-being of students. Local climate student survey results demonstrated that students feel safe and connected to their school and staff. Over the three-year LCAP cycle, students who feel safe at school increased from 80% to 99%; students who feel help is readily available when they need it increased from 80% to 98%; students who feel it is important for them to attend school increased from 93% to 98%; students reported that students are kind to each other increased from 94% to 99%.

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.

Action 3.6 increased as a result of step and column and 6.0% salary increase and health and benefits.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in Goal 3 were all effective as measured by the targeted outcome for Year 3. No deficiencies were reported on the SARC or Williams visit reports and all District facilities were maintained and in good repair. All classrooms maintained ample and continuous internet and phone connectivity. No deficiencies were reported on the SARC or Williams visit reports and adequate textbooks were reported in the annual Williams Board Resolution. 100% of MSD teachers were appropriately assigned and credentialed. For 2023-24, class size averages were no more than 24 students in grades TK – 3.

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

There are no significant changes to the planned goals, metrics or desired outcomes for Goal 3. There is an increase in funding for technology as a result of increased costs of technology devices.

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.

Goals and Actions

Goal

Goal #	Description
4	Goal 4: Attendance Magnolia School District will enhance supports and strategies to increase student attendance and participation in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism State Indicator	2022 Dashboard Overall Performance Status Level - Very High (29.8%) English Learner Performance Status Level - Very High (28.6%) Socio-economically disadvantaged students Performance Status Level - Very High (31.6%) Students with Disabilities Performance Status Level - Very High (40.8%) Due to the COVID-19 pandemic, state law	N/A	N/A	2023 Dashboard Yellow Performance Level (26.4% chronically absent) English Learner Yellow Performance Level (25.1% chronically absent) Socio-economically Disadvantaged students Yellow Performance Level (28.5% chronically absent) Students with Disabilities Yellow Performance Level (32.9% chronically absent).	District will achieve or exceed a "Green" performance level on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).				
Saturday Academy Attendance	2022-23 (Baseline) 445 students attended 369 qualified for ADA. This resulted in 83% of those who attended Saturday Academy qualified for ADA.	N/A	N/A	2023-24 454 students attended 371 qualified for ADA. This resulted in 82% of those who attended Saturday Academy qualified for ADA.	Reach 95% or higher ADA for Saturday Academy participating students.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 was added to the LCAP for the 2023-24 school year to address chronic absenteeism and to enhance supports and strategies to increase student attendance and participation in schools. The implementation of Actions 1 through 3 proved to be a success. Based on student and teacher feedback from 2022-23, Saturday Academy was enhanced to include more interactive and engaging lessons and activities. Each Saturday Academy had three components that included high-interest, interactive assembly, an English Language Arts component tied to the high-interest assembly, and physical education with embedded social emotional lessons connected to the SEL competencies. A total of ____students attended and ____days of ADA were recouped for the 2023-24 school year. A review of the Student Attendance Review Board (SARB) process included more intervention support opportunities for families and students. These preventive measures supported students who were on the path to possible chronic absenteeism. A few of the updates include but are not limited to implementing bi-weekly attendance reports, completing truancy intervention document for Student Attendance Review Team (SART) meetings, and holding the SART meeting after Truancy Letter #2. During the 2023-24 school year, a MSD Attendance Handbook was created to support school sites with protocols and resources around attendance. This handbook assisted school sites on how to use the resources that were designed to update the SARB process and where to find documents on the District drive. The implementation of the Student and Attendance Engagement Teams to support with parent and family outreach for students who are struggling with consistent attendance has proven to help with attendance. Teams included but were not limited to Parent Involvement Liaisons, Health Clerk Technicians, and Social Workers at each school site.

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.

There were no funds added to this Goal for the 2023-24 school year. Goal 4.1 was funded with Expanded Learning Opportunities Program funds. Goal 4.2 was a process enhancement and did not include any expenditures. Goal 4.3 includes staff that are funded in other areas of the LCAP:
+Parent Involvement Liaisons funded out of Goal 1.3
+Health Clerk Technicians funded out of Goal 1.7
+Social Workers funded out of Goal 1.8

No additional expenditures were added to Goal 4.2.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Feedback results from school staff regarding the Student Attendance and Engagement Teams and the updated SARB process included:
+It was helpful to have Parent Involvement Liaisons participate in the SART meetings, that way parents can feel extra support.
+Families have been provided with interventions to support the whole child and/or family. (Ex. Referral to outside community resources, parenting classes, school counselor/mental health services, Nurse/medical referral)
+Overall the changes to the Truancy process have been successful.
+The team appreciates the new MSD Attendance Handbook as it is a great resource for general information and provides the team with information they can use to talk to parents.

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

An additional metric will be added to the 2024-25 LCAP to continue to monitor the effectiveness of this goal. District school climate survey of students will be added specifically the statement of students who report it is very important for them to attend school every day.

An additional action will be added (4.4) to continue to enhance the process of monitoring chronic absenteeism. Goal 4.4 - Implement an Attendance Handbook to provide school staff guidance on attendance processes and procedures to address chronic absenteeism.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.
- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Magnolia School District	Veronica Lizardi, Ed.D. Assistant Superintendent, Educational Services	vlizardi@magnoliasd.org (714) 761-5533

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Located in the city of Anaheim in Orange County, Magnolia School District (MSD) educates approximately 5,000 pre-kindergarten through grade six students from the diverse communities of West Anaheim, Stanton, and Buena Park. All nine elementary schools are school-wide Title 1 schools with approximately 81% of the District's student population classified as low income. Our diverse student population includes 40% English language learners, with over 35 languages spoken at home. Magnolia School District's instructional program maintains a commitment to development of "the whole child," providing rich experiences in the arts, physical education, and extended learning programs to enhance student learning beyond its robust, rigorous core program.

All nine Magnolia School District schools are exceptional and enriching learning environments. We greatly value and celebrate our broad diversity of languages, ethnicities, and cultures. It is our mission to provide a comprehensive educational program that ensures all students achieve academic success, develop into responsible citizens, and thrive as 21st Century learners. Our classrooms are equipped for learning through technology, with interactive whiteboards and 1:1 student devices to empower our students to become self-directed lifelong learners.

Our staff is dedicated to providing all students with an exemplary standards-based educational program. We have a commitment to collaboration, accountability, high standards, and data driven decision-making. We believe our first and foremost responsibility is to provide a rigorous and engaging academic program founded upon Great Initial First Teaching (GIFT) with individualized instructional support. This instructional support includes targeted in-class support, rich after school programs, and summer learning opportunities.

Magnolia School District campuses cultivate positive learning climates through school-wide Positive Behavioral Intervention Systems (PBIS) with clearly established expectations and positive incentives. These programs have been instrumental in promoting positive social behaviors, motivation, and academic success. Our programs are further fortified through robust relationships with our parents. Every school has a Parent Involvement Liaison that ensures parents receive a range of learning and involvement opportunities to better support their children in the educational process.

Magnolia School District has a range of family supports and services in place to serve families experiencing homelessness, those who are struggling with basic needs, and those in crisis due to poverty, health, or other needs. Additional funding has aided the District in implementing additional resources to support the learning recovery and emotional well-being for students, staff, and families. Every school has a Social Worker that provides students with support in areas of social and emotional support.

Magnolia School District team members have an unwavering commitment to educating and supporting students and their families. The motto of "Every Student, Every Day" is a guiding principle as we continue to provide all students with a rigorous, engaging, and supportive learning program. Reaching and teaching ALL students and ensuring that they learn and thrive while remaining safe is our first priority. The District's mission is to inspire ALL students to extraordinary achievement every day.

Reflections: Annual Performance

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

Magnolia School District (MSD) focuses on the continued growth for all students and analyzes quantitative and qualitative data to make informed program decisions. The District utilizes state and local assessment results to guide instructional decisions to support all students. The California (CA) School Dashboard, Smarter Balanced Assessment Consortium (SBAC), English Learner Proficiency Assessment of California (ELPAC) data, District discipline data reports, and i-Ready assessment results are analyzed to determine strengths and areas of growth.

For the 2023 Dashboard, schools and districts received one of five performance levels for each eligible state measure. For MSD this includes Academic Performance for both English Language Arts (ELA) and Math, Chronic Absenteeism, English Learner Progress, and Suspension Rate. The performance levels are determined using current year and prior year data and are represented by a color ranging from Red (lowest performing level) to Blue (highest performance level). The 2023 Dashboard District level state measure results for MSD are as follows:

Academic Performance (ELA): Orange Performance Level with 6.6 points below standard. These results are qualified as "maintained" with a growth of 1.1 points from the 2022 Dashboard. The Equity Report for student subgroups for the Academic Performance (ELA) measure includes the following:
Blue Performance Level Student Groups - Asian and Filipino
Green Performance Level Student Groups - None
Yellow Performance Level Student Groups - African American and White
Orange Performance Level Student Groups - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities;
Red Performance Level Student Group - Foster Youth
No Performance Color Student Groups - American Indian, Two or More Races, Pacific Islander

Academic Performance (Math): Green Performance Level with 22.7 points below standard. This is an increase of 3.9 points from the 2022 Dashboard. The Equity Report for student subgroups for the Academic Performance (Math) measure includes the following:
Blue Performance Level Student Group - Asian
Green Performance Level Student Groups - Filipino and White
Yellow Performance Level Student Groups - African American, Socioeconomically Disadvantaged, and Students with Disabilities;
Orange Performance Level Student Groups - English Learners, Foster Youth, Hispanic, and Homeless;
Red Performance Level Student Group - None
No Performance Color Student Groups - American Indian, Two or More Races, Pacific Islander

English Learner (EL) Progress (ELPI): Green Performance Level with 62.5% making progress towards English language proficiency. This is an increase of 6.8% from the 2022 Dashboard. The percentage of EL students who progressed at least one ELPI level was 62.1%, the percentage who maintained ELPI level four (4) was 0.7%, the percentage who maintained lower ELPI levels was 27.1%, and the percentage who decreased at least one ELPI level was 10.1% of students.

Chronic Absenteeism: Yellow Performance Level with 26.4% chronically absent. This is a decrease of 3.4% from the 2022 Dashboard. The Equity Report for student subgroups for the Chronic Absenteeism measure includes the following:
Blue Performance Level Student Groups - None
Green Performance Level Student Groups - None
Yellow Performance Level Student Groups - African American, English Learners, Filipino, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities;
Orange Performance Level Student Groups - Asian, Foster Youth, Pacific Islander, and White;
Red Performance Level Student Group - Two or More Races
No Performance Color Student Group - American Indian

Suspension Rate: Yellow Performance Level with 1.1% suspended at least one day. This is an increase of 1.1% from the 2022 Dashboard. The Equity Report for student subgroups for the Suspension Rate measure includes the following:
Blue Performance Level Student Groups - Asian
Green Performance Level Student Groups - African American, Socioeconomically Disadvantaged, White;
Yellow Performance Level Student Groups - English Learners, Filipino, Hispanic, Two or More Races, Pacific Islander, and Students with Disabilities;
Orange Performance Level Student Groups - Homeless
Red Performance Level Student Group - Foster Youth
No Performance Color Student Group - American Indian

On the 2023 Dashboard, the following MSD schools had no Red Performance Levels on any state indicators - Lord Baden-Powell School, Walt Disney School, Dr. Jonas Salk School, Dr. Albert Schweitzer Leadership Academy, and Esther Walter School. The following schools had one or more state indicators at the Red Performance Level:
Juliette Low School of the Arts received a Red Performance Level in Chronic Absenteeism
Dr. Peter Marshall received a Red Performance Level in Chronic Absenteeism
Mattie Lou Maxwell received a Red Performance Level in English Learner Progress Indicator

Robert M. Pyles STEM Academy received a Red Performance Level in Chronic Absenteeism

School-level student groups that received a Red Performance Level on one or more state indicators include:
Lord Baden-Powell School received a Red Performance Level in Academic Performance (Math) measure for Students with Disabilities;
Juliette Low School of the Arts received a Red Performance Level in Chronic Absenteeism for English Learners, Hispanic, Socioeconomically Disadvantaged, and White student groups;
Walt Disney School received a Red Performance Level in Suspension Rate for Hispanic students;
Dr. Peter Marshall received a Red Performance Level in Chronic Absenteeism for English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged students;
Mattie Lou Maxwell School a Red Performance Level in Chronic Absenteeism for Students with Disabilities and White students, and a Red Performance Level in English Learner Progress Indicator;
Robert M. Pyles a Red Performance Level in Chronic Absenteeism for Socioeconomically Disadvantaged and Hispanic students;
Dr. Jonas Salk School a Red Performance Level in Chronic Absenteeism for White students;
Esther Walter School a Red Performance Level in Academic Performance (ELA) for Students with Disabilities and a Red Performance Level in Chronic Absenteeism for Homeless students;
Dr. Albert Schweitzer Leadership Academy had no student groups that received a Red Performance Level.

Specific Goal and Actions highlight how Magnolia School District is addressing the identified needs of student groups and schools.
Districtwide - Foster Youth are addressed in Goal 2.2, 2.10, 2.13 in the area of English Language Arts.
Districtwide - Multiple Races/Two or More Races is addressed in Goal 1.10, 4.1, 4.3 in the area of Chronic Absenteeism.
Districtwide - Foster Youth are addressed in Goal 1.6. 1.8, 1.12 in the area of Suspension Rate.
Walter School - Students with Disabilities are addressed in Goal 2.2, 2.10, 2.13 in the area of English Language Arts.
Walter School - Homeless students are addressed in Goal 1.10, 4.1, 4.3 in the area of Chronic Absenteeism.
Baden-Powell School - Students with Disabilities are addressed in Goal 2.2, 2.10, 2.13 in the area of Mathematics.
Maxwell School - All students/English learners are addressed in Goal 2.2, 2.10, 2.13, 2.14 in the areas of English Learner Progress.
Maxwell School - Students with Disabilities and White students are addressed in Goal 1.10, 4.1, 4.3 in the area of Chronic Absenteeism.
Salk School - White Students are addressed in Goal 1.10, 4.1, 4.3 in the area of Chronic Absenteeism.
Marshall School - All students, English Learners, Homeless, Socioeconomically Disadvantaged, and Hispanic students are addressed in Goal 1.10, 4.1, 4.3 in the area of Chronic Absenteeism.
Juliette Low School of the Arts / ATSI - All students, English Learners, Socioeconomically Disadvantaged, Hispanic, and White students are addressed in Goal 1.10, 4.1, 4.3 in the area of Chronic Absenteeism.
Robert M. Pyles STEM Academy - All students, Socioeconomically Disadvantaged and Hispanic students are addressed in Goal 1.10, 4.1, 4.3 in the area of Chronic Absenteeism.
Disney School - Hispanic students are addressed in Goal 1.11, 1.12 in the area of Suspension Rate.

Reflections: Technical Assistance

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

Magnolia School District (MSD) is receiving Differentiated Assistance as a result of the 2023 Dashboard for Foster Youth outcomes on the Academic Performance Indicator (English Language Arts) and Suspension Rate. Foster Youth received a Red Performance Level on the Academic Performance Indicator for English Language Arts (ELA). A total of fifteen (15) Foster Youth students scored 83.8 points below standard as compared to 58.5 points below standard on the 2022 Dashboard. A total of forty-eight (48) Foster Youth received a Red Performance Level in Suspension Rate with 6.3% suspended at least one day. This is an increase of 3.8% as compared to the 2022 Dashboard.

Magnolia School District is dedicated to providing all students the necessary tools to be successful in school. The motto of "Every Student, Every Day" is a guiding principle as we continue to provide all students with rigorous, engaging, and supportive learning programs. Reaching and teaching ALL students and ensuring that they learn and thrive while remaining safe is our first priority. The District's mission is to inspire ALL students to extraordinary achievement every day. Foster Youth students demonstrate a strong need for academic and behavioral targeted support. Due to the increase in behaviors and suspension rates, MSD increased the number of Behavior Interventionists to provide targeted support to students, including Foster Youth, who are experiencing challenging behaviors. The budgeted amount for LCAP Goal 1 Action 9 increased significantly in the Annual Update as a result of hiring additional staff. As a result of Foster Youth receiving a Red Performance Level on Academic Performance in ELA, a targeted tutoring program was established utilizing MSD teachers during the afterschool program. During the school day, Foster Youth students receive targeted intervention during "W.I.N." (What I Need) blocks and during "T.I.E." (Targeted Intervention for Everyone) blocks. During these blocks, students are grouped to receive targeted instruction by a Classroom Teacher or an Impact Teacher and progress monitoring is established by ensuring each student has an Academic Intervention Plan (AIP) and is monitored through the EduClimber platform. Instructional Practices Coaches work with every teacher during Response to Intervention Dialogue Days to monitor students who have an AIP and establish if a Student Success Team meeting is needed to develop a more intensive targeted intervention plan.

Magnolia School District collaborates and works closely with parents to identify and address barriers through our Project H.E.R.O. (Homeless Education Renewing Opportunities) program, which renews opportunities often lost to children experiencing homelessness. Last year the Project H.E.R.O. program provided over 100 homeless families with case management, crisis intervention, counseling and resources based on a needs assessment completed at intake. Magnolia School District partners with several community agencies including but not limited to: United Way, Assistance League of Anaheim, Second Harvest Food Bank of Orange County, Illumination Foundation, Care Solace, Olive Crest, Pure Game, Boys and Girls Club, Love Anaheim, Sarang Community Church, Magnolia Baptist Church, Dwelling Place (Vineyard Church), Giving Children Hope, Serve the People, Healthy Smiles, Central City Mobile Health Center, and Children's Hospital of Orange County (CHOC) Wellness on Wheels to help mitigate barriers to learning and education. These partnerships allow access to a variety of resources including tutoring, after school care, transportation, counseling, wrap around services, food, clothing, medical care, dental care, vision services, summer and holiday camps, school supplies, community programs, parenting classes, and assistance with housing.

Magnolia School District partners with the Orange County Department of Education (OCDE) and attends all Differentiated Assistance (DA) workshops and meets on a regular basis with an OCDE DA coach to review and analyze District data to ensure all steps are being considered to provide Foster Youth and all students the opportunity to be successful as measured by the state measures.

Juliette Low School of the Arts is receiving Additional Targeted Support and Improvement (ATSI) as a result of the 2023 Dashboard for their White student subgroup outcomes on Chronic Absenteeism. A total of fifty-five (55) White students received a Red Performance Level as a result of 32.7% chronically absent on the 2023 Dashboard. This is an increase of 3.8% from the 2022 Dashboard. Strategies that have been implemented to reduce chronic absenteeism include the following:
+Invite and encourage all Low students to attend Saturday Academy on the following dates: February 3, March 3, and March 16, 2024.
+Reviste the Student Attendance Review Board (SARB) process to include more intervention opportunities and education for parents and families and include additional early warning systems.
+Continue the implementation of Student and Attendance Engagement Teams to support with parent outreach and support for students struggling with chronic absenteeism.
+Complete and progress monitor Truancy Interventions for the Student Attendance Review Team (SART) meeting.

The Magnolia School District Educational Services Department is dedicated to supporting Juliette Low School of the Arts.

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.

N/A

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
District and School Administrators	District and school administrators met on a regular basis to discuss ongoing needs and solutions to support schools. Cabinet mets weekly to review instructional, fiscal, staffing, and other District needs to ensure students have the necessary tools to be successful. School administrators met monthly with the Superintendent to discuss school needs and how to continue to meet the academic, social and behavioral needs of all students. Conversations and collaboration around District data provided solutions for instructional gaps and areas of need, and provided feedback on programs and implemented actions and services. Throughout the course of the school year, administrators reflected on successes and challenges in implementing the various actions and services associated with the LCAP and other District initiatives. The gathered information and input from administrators supported the development of the 2024-25 LCAP.
Bargaining Units	District administration met regularly with leaders from both Certificated and Classified bargaining units to continuously communicate, collaborate, and gather feedback and input. Information gathered from these various meetings supported the development of the 2024-25 LCAP.
District Personnel	The Superintendent hosted two District staff meetings (October 31, 2023 and February 9, 2024) to provide District updates on programs, services, and data. Gathered feedback from these meetings supported the development of the 2024-25 LCAP.
SELPA	The Director of Student Services had regularly schedule meetings with the SELPA Director. These meetings included LCAP input and

Educational Partner(s)	Process for Engagement
	this information was shared with the District Leadership Team. Meetings were held August 18, 2023, October 13, 2023, November 17, 2023, December 7, 2023, January 19, 2024, February 16, 2024, March 22, 2024, April 12, 2024, May 17, 2024, and June 21, 2024.
School Site Educational Partner Outreach	Each school site has a School Site Council (SSC) and English Language Advisory Committee (ELAC) that met at least four times throughout the school year. SSC analyzed school data and provided input on school activities, programs, and expenditures. During these meetings, needs assessments were conducted and discussions on specific data occurred. School plan goals and actions are aligned to the LCAP goals and the analysis information from these goals supports the development of the 2024-25 LCAP.
Parents	MSD provided an online survey to all parents from November 30, 2023 to January 12, 2024. The surveys focused on school climate, learning environment and communication. The results of these surveys assisted in the development of the 2024-25 LCAP.
Students Grades 4th through 6th	MSD provided an online survey all students grades 4th through 6th from November 30, 2023 to January 12, 2024. The surveys focused on school climate, learning environment and communication. The results of these surveys assisted in the development of the 2024-25 LCAP.
All Certificated and Classified Staff	MSD provided an online survey to all certificated and classified staff from November 30, 2023 to January 12, 2024. The surveys focused on school climate, learning environment and communication. The results of these surveys assisted in the development of the 2024-25 LCAP.
LCAP Committee	The LCAP Committee provided input on the development of the 2024-25 LCAP and met three times during the school year - November 16, 2023, January 25, 2024, and March 14, 2024. The committee consists of a parent representative from each school site, District staff, members of both bargaining units, School Principals, teachers, Foster Youth and Homeless District staff, and other support staff. Members of the LCAP committee provided input on revisions for the LCAP survey and reviewed the results once it was completed. They provided input on the annual update for Goals 1-4 and input on the goals and actions for the 2024-25 LCAP.

Educational Partner(s)	Process for Engagement
Public and Other Community Members	MSD notified members of the public of the School Board meeting on June 6, 2024 and June 27, 2024. The agenda for each meeting included a designated time for public comment. The draft LCAP was posted on the District website and the District notified the public of opportunities to submit written comments regarding specific actions and expenditures on the LCAP. Notifications were posted on the District website in English and Spanish.
Board of Trustees	Members of the Board were provided updates on the development of the LCAP during three regularly schedule Board meetings on February 18, 2024, April 18, 2024, and May 16, 2024. The Board reviewed and held a Public Hearing for the LCAP draft on June 6, 2024 and adopted the Budget and LCAP on June 27, 2024.

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

Magnolia School District (MSD) continues to sustain an extensive and collaborative effort to gather and incorporate educational partner feedback. This process is an opportunity for an expansive and inclusive conversation about the District's instructional goals and actions for student achievement and the allocation of resources. MSD's mission statement "To Inspire ALL Students to Extraordinary Achievement Every Day" continues to be at the forefront of the LCAP process. The LCAP delineates the strategies and resources necessary to advance and realize this mission statement. As described in the following sections, educational partner engagement continues to be an integral component of District practice.

The 2023-24 educational partner engagement process involved all of the District's schools and the various educational groups at key intervals throughout the school year. The process involved structured opportunities for direct feedback from a range of educational partners, including the MSD Cabinet, Principals and Assistant Principals, bargaining units' representatives, teachers, staff, parents, School Site Councils, District English Learner Advisory Committee (DELAC), District Parent Advisory Committee (DPAC), and the Board of Trustees.

The timeline below illustrates the actions taken by MSD to inform all educational partners on the LCAP development process:

+ November 16, 2023 - LCAP Committee: Initial Planning Meeting

+ January 16, 2024 - DELAC/PAC Committee Information and Input Meeting

+ January 25, 2024 - LCAP Committee: DELAC/DPAC and Survey Findings, Data Review and Committee Input on Goals 1-4.

+ February 18, 2024 - LCAP Mid-year Report

+ March 14, 2024 - LCAP Committee: Plan Draft Review

+ April 18, 2024 - MSD Board LCAP Oral Report

+ April- May, 2024 - LCAP Review to Orange County Department of Education (OCDE)

+ May 2, 2024 - LCAP Committee: Tentative - only if needed

+ May 16, 2024 - MSD Board LCAP Update

+ June 6, 2024 - LCAP Public Hearing

+ June 27, 2024 - LCAP and Budget Adoption

A review of LCAP goals and input regarding actions and services was conducted by the District English Learner Advisory Committee and District Parent Advisory Committee (DELAC/DPAC). A summary of feedback is provided below:

DELAC/DPAC Input for Goal 1: Engagement
- Parents stated that parent square provides great opportunities for open communication and involvement.
- Parents stated that they appreciate the invitations for parents to join advisory groups.
- Parents appreciate that the teachers communicate with families through Class Dojo.
- School provides families with support and helps them feel welcome.

DELAC/DPAC Input for Goal 2: Pupil Outcomes
- Parent stated that students are receiving additional academic supports
- The school pays attention to the well-being of the child and includes the parents in the solutions to support the child.
- Parents stated that their child is receiving more hands-on science lessons and would like to see more after school activities focused on science
- Parents would like to see more books in Spanish available to students in the library as well as parent check-out.
- Parents feel that the schools encourage positive behavior through their PBIS programs
- Parents state that teachers offer extra support during Parent-Teacher conferences.

DELAC/DPAC Input for Goal 3: Basic Services
- Parents appreciate the access to technology at school.
- Parents would like access to school programs at home (i-Ready)
- Parents appreciate that their child receives access to music
- Parents are happy with the facilities, but would like to see some of the schools receive remodeled bathrooms and classrooms.
- Parents overall feel that the campuses are clean and safe.

DELAC/DPAC Input for Goal 4: Attendance
- Parents appreciate the incentives provided to students for good attendance
- Parents appreciate the meeting at the beginning of the year about the importance of attendance

LCAP Committee Input for Goal 1: Engagement
- Parent Involvement Liaisons play a very important role in family engagement and parent education and support and collaborate with the Health Clerk to support McKinney-Vento students and families.
- Health Clerk services are instrumental in leading attendance efforts and support and collaborate with the Parent Involvement Liaison to support McKinney-Vento students and families.
- Social Workers at each school are vital - continue to provide one at each school site.

LCAP Committee Input for Goal 2: Pupil Outcomes
- Additional after school professional development opportunities for instructional staff have been well received and the various topics have provided support to instructional staff.
- Library Services are highly valued.
- Programs that provide access to Outdoor Science School and the arts should continue to be priorities.
- Professional development services, including Instructional Practices Coaches and school MTSS/data dialogue days provide important supports for classroom instruction.
- Programs and services to support students with disabilities, including a Special Education Director and targeted services are important to improve student outcomes.
- Summer Academy with academic and social-emotional services is important in the coming years to address the needs of students with disabilities, low income students, foster youth, and English learners.
- Academic intervention with an emphasis in mathematics.

LCAP Committee Input for Goal 3: Basic Services
- All students are equipped with a technology device, with hotspots distributed as needed.
- There have been no deficiencies reported on SARC or Williams visits, and all facilities are maintained and in good repair
- Technology services have been timely and successfully implemented.
- Continue additional site custodial and maintenance staff to ensure facilities are well kept as programs expand.

LCAP Committee Input for Goal 4: Attendance
- MSD has exited Differentiated Assistance for Chronic Absenteeism.
- Include actions to address Foster Youth and Differentiated Assistance status.
- Continue to implement Saturday Academy.
- Appreciate the revision of the SARB process to include early intervention strategies and supports for students and families.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: Engagement Magnolia School District will provide a robust Multi-Tiered System of Support (MTSS) that promotes meaningful engagement by parents and students, ensures positive and inclusive school climates that cultivate social-emotional and academic competencies, and nurtures the development of healthy children and families.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A Multi-Tiered System of Support ensures the alignment of systems necessary for all students and families have the necessary resources to experience academic, behavioral and social success. This goal promotes meaningful engagement by parents and students, ensures positive and inclusive school climates that cultivate social-emotional and academic competencies, and nurtures the development of healthy children and families.

Magnolia School District team members recognize that parent and student engagement is a foundational component of a high-quality educational program. We know that parents significantly impact their child's learning and educational experience when they take an active role in monitoring their progress, attendance, and activities. Parent involvement helps keep students on track, which results in better attendance, fewer missed assignments, and higher academic achievement. They play an important role as decision-makers related to the best educational services for their children, and are integral to the District collaborative decision-making process.

In all parent and staff input meetings and in the MSD survey data, there continues to be a common desire for robust parent engagement and parent education opportunities across the District. Parents highly value District level parent academies around the strategies that support parents in helping their children with higher levels of students achievement, and school level workshops to learn about California State Standards, parenting strategies, and ways to support college and career readiness for their elementary-aged children. During the 2023-2024 LCAP Committee meetings, parents also expressed a desire for additional learning opportunities in the topics of technology and emotional support/self-care. In addition, the District English Language Advisory Committee (DELAC) and District Parent Advisory Committee (DPAC) provided input on actions for Goal 1: Engagement that included:

- Parents stated that Parent Square provides great opportunities for open communication and involvement.
- Parents stated that they appreciate the invitations for parents to join advisory groups.
- Parents appreciate that the teachers communicate with families through Class Dojo.
- School provides families with support and helps them feel welcome.

There is an ongoing need for family outreach that welcomes parents into the school for engagement and volunteer opportunities. All of these outreach efforts will continue to engage parents as partners in the educational process and will serve to strengthen the goals listed throughout this plan, including improving academic achievement, language proficiency, scholarly behaviors, and student attendance.

Student discipline and behavioral intervention data from prior years indicate that there is a range of suspension incidents occurring at each school every year. Magnolia School District staff and administrators recognize that suspension is often not the most effective means of correction for disruptive behaviors, and seek to provide alternatives to suspension whenever feasible. There is a need to increase support for students, refine behavior management activities, and provide tier 3 behavioral supports for students with more intensive needs in this area.

As a result of input across our educational partners, additional resources will be included in Goal 1 to address engagement, positive and inclusive school climate, and the development of healthy students and families. The Gang Reduction and Intervention Partnership (GRIP) will be added to Goal 1 Action 10 to address chronic absenteeism. GRIP partners with schools to provide education and recreational opportunities for students who struggle with attendance, academics, and attitude. In Goal 1 Action 12 Elevo is added to address chronic absenteeism and suspension rate. Every other week all TK-6 grade students participate in 30-minutes of physical activities that are built around the social emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).

The metrics used to monitor engagement and positive and inclusive school climates include the following metrics:

+Attendance Rate (ADA P1)

+Chronic Absenteeism (CA School Dashboard Chronic Absenteeism Indicator)

+Suspension Rate (CA School Dashboard Suspension Rate Indicator)

+Incident Counts (CALPADS 7.10 Report)

+Expulsion Record (CALPADS Report)

+Evidence of School Level Quarterly Parent Advisory Meetings

+Number of Parent Education Courses and Workshops

+Student Climate Survey Data

+Parent Engagement Survey Data

As a result of Differentiated Assistance, Magnolia School District will monitor chronic absenteeism for the subgroup Two or More Races (Multiple Races). On the 2023 Dashboard, this subgroup received a Red Performance Level on the Chronic Absenteeism Indicator with 37.1% chronically absent. This was an increase of 3.8% from the previous year (2022 Dashboard).

As a result of Additional Targeted Support and Improvement (ATSI) status, Juliette Low School of the Arts will monitor chronic absenteeism for all students and specifically the following subgroups - English Learners, Socioeconomically Disadvantaged, Hispanic, and White. Below is the breakdown of the Chronic Absenteeism data from the 2023 Dashboard for Juliette Low School of the Arts for all Red Performance Levels:

+All Students - 35.5% chronically absent (maintained -0.2% from previous year)

+English Learners - 34.3% chronically absent (increased 1.7% from previous year)

+Socioeconomically Disadvantaged - 40% chronically absent (increased 2.2% from previous year)

+Hispanic - 39.2% chronically absent (maintained 0.2% from previous year)

+White = 32.7% chronically absent (increased 3.8% from previous year)

The following MSD schools will monitor chronic absenteeism for specific subgroups who received a Red Performance Level on the 2023 Dashboard for chronic absenteeism:

Salk School: White - 32.8% chronically absent (increased 7.4% from previous year)

Marshall School: All students - 20.3% chronically absent (maintained 0.1% from previous year); English Learners - 21.9% chronically absent (increased 3% from previous year); Hispanic - 20.7% chronically absent (increased 1% from previous year); Homeless - 22.3% chronically absent (increased 6.7% from previous year); Socioeconomically Disadvantaged - 24.3% chronically absent (increased 3% from previous year)

Walter School: Homeless - 29.2% chronically absent (increased 4.6% from previous year)

Maxwell School: Student with Disabilities - 40.2% chronically absent (maintained -0.2 from previous year); White - 36.2% chronically absent (increased 3.9% from previous year)

Robert M. Pyles STEM Academy: All students - 29.5% chronically absent (maintained 0% from previous year); Hispanic - 32.9% chronically absent (increased 0.7% from previous year); Socioeconomically Disadvantaged - 30.5% chronically absent (increased 1% from previous year).

As a result of Differentiated Assistance, Magnolia School District will monitor suspensions for Foster Youth subgroup. On the 2023 Dashboard, this subgroup received a Red Performance Level on the Suspension Rate Indicator with 6.3% suspended at least one day. This was an increase of 3.8% from the previous year (2022 Dashboard).

The following MSD school will monitor suspensions for specific subgroups who received a Red Performance Level on the 2023 Dashboard for suspensions:

Disney School: Hispanic - 1.9% suspended at least one day (increased 0.9% from previous year)

This goal encompasses the critical need to maintain positive and inclusive school climates that include social-emotional learning and mindfulness practices in order to nurture students and families and to strengthen resilience as they return to school after this very challenging time away from school campuses. We are committed to the development of student success skills so that they are better able to deal with stress, set goals, and feel a sense of ownership and agency in their own learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rates	Attendance Rate (ADA P1 for 2023-24 school year = 90%			Target Attendance Rate (ADA P1 for 2026-27 school year = 96%)	
1.2	Chronic Absenteeism (CA School Dashboard State Indicator)	2024 Dashboard Chronic Absenteeism: Districtwide: Yellow Performance Level (26.4% Chronically Absent) English Learners: Yellow Performance Level Foster Youth: Orange Performance Level Homeless: Yellow Performance Level			2027 Dashboard Chronic Absenteeism Indicator Targets: Districtwide: Green Performance Level or higher (Under 15% Chronically Absent) English Learners: Green Performance Level or higher Foster Youth: Green	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: Yellow Performance Level Students with Disabilities: Yellow Performance Level			Performance Level or higher Homeless: Green Performance Level or higher Socioeconomically Disadvantaged: Green Performance Level or higher Students with Disabilities: Green Performance Level or higher	
1.3	Suspension Rate (CA School Dashboard State Indicator)	2024 Dashboard Suspension Rate: Districtwide: Yellow Performance Level (1.1% Suspended at least one day) English Learners: Yellow Performance Level Foster Youth: Red Performance Level Homeless: Orange Performance Level			2027 Dashboard Suspension Rate: Districtwide: Green Performance Level or higher (<1.0% Suspended at least one day) English Learners: Green Performance Level or higher Foster Youth: Green Performance Level or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: Green Performance Level Students with Disabilities: Yellow Performance Level			Homeless: Green Performance Level or higher Socioeconomically Disadvantaged: Green Performance Level or higher Students with Disabilities: Green Performance Level or higher	
1.4	CALPADS Incident Count (7.10) Involving Suspension and In-house Suspension	CALPADS Incident Count 2022-23 - Involving Suspension and In-house Suspension (60 Incidents)			CALPADS Incident Count 2025-26 Target- Involving Suspension and In-house Suspension: Decrease by 25% (45 Incidents or less)	
1.5	Expulsion Records	MSD Expulsion rate = 0 expulsions for 2023-2024			MSD Expulsion rate: Maintain 0 expulsions for 2026-27	
1.6	Parent Advisory Council Meetings -- Agendas and Minutes	Quarterly parent advisory meetings are conducted at the District and school levels to seek parent input in decision-making.			Maintain quarterly parent advisory meetings are conducted at the District and school levels to seek	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					parent input in decision-making.	
1.7	Parent Education Courses and Workshops	At least one parent workshop is provided at every school per semester on various topics. Parents at all school sites have opportunities to participate in English as a Second Language (ESL) classes.			Maintain at least one parent workshop was provided at every school per semester on various topics. Parents at all school sites had opportunities to participate in English as a Second Language (ESL) classes.	
1.8	School-Based Parent Volunteer Opportunities	Parents of all Magnolia School District students are provided with regular opportunities to volunteer at their children's school.			Maintain regular opportunities for all Magnolia School District parents to volunteer at their children's school.	
1.9	Dashboard Self-Reflection Tool/School Climate Survey (Student Responses)	District school climate survey of students (n=1,562) yielded the following findings: • 99% of students report their school has safe buildings and safe places to play. • 97% of students report			District school climate survey result targets for 2026-27: Increase percentage from the 2023-24 student engagement survey results to reach 98% or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		their school has areas that meet their needs (classroom, library, playground, cafeteria) • 95% of students report school staff members are friendly and helpful. • 99% of students report their teacher, or another adult helps them when they don't understand something in class. • 82% of students report they feel comfortable going to a staff member at school when they have a problem. • 87% of students report that if they feel sad or worried,				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		they know who to go to for help. • 98% of students report it is very important for them to attend school every day. • 89% of students report that students in the school are kind to each other. • 87% of students report they like to come to school.				
1.10	Dashboard Self-Reflection Tool/Parent Engagement Survey (Parent Responses)	Results of the parent survey administration (n=1,748) during the 2023-24 school year showed high levels of positive feedback from parents regarding District parent involvement programs: • 96% of parent responses indicate that the school communicates			District school climate survey result targets for 2026-27: Increase percentage from the 2023-24 student engagement survey results to reach 98% or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the importance of attending school every day. • 91% of parent responses indicate that their child's teacher and school provides them with information and resources to support their child's learning at home. • 95% of parent responses indicate the school encourages their child to have positive behavior and interaction with others. • 91% of parent responses indicate that the school staff builds a trusting and respectful relationship with families.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 93% of parent responses indicate the school creates a welcoming environment for all families in the community. • 88% of parent responses indicate that their child's school provides parents with opportunities to be involved in advisory groups and decision-making • 83% of parent responses indicate that their child's school provides opportunities for families and school staff to work together to plan, design, implement, and evaluate family				

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

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Office Support	All school offices will be staffed with at least one bilingual school office managers and/or assistant to support home-school communications and parent outreach. This action is principally directed to English learners as a result of the data demonstrating that all nine elementary schools meet the 15% and above translation needs as measured by the CA Department of Education. The Magnolia School District percentages range from 16.85% - 54.99%. The goal of this action is to meet the desired outcome in the self-reflection tool on the CA School Dashboard by increasing the percentage from the 2023-24 engagement survey results by 10% on the annual survey.	$983,940.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Office Staff Training	School office teams will receive annual training to support customer service skills and understanding the needs of families. This action is principally directed to low-income families as a result of the research that suggests that students of poverty do not always feel comfortable approaching school staff. A positive school climate provides higher levels of communication, connection, and collaboration and is measured through the CA School Dashboard (Priority 6) and District Surveys. Current District engagement survey data shows demonstrates that: • 91% of parent responses indicate that the school staff builds a trusting and respectful relationship with families. • 93% of parent responses indicate the school creates a welcoming environment for all families in the community. The goal of this action is to meet the desired outcome in the self-reflection tool on the CA School Dashboard by increasing percentage from the 2023-24 parent engagement survey results by 10% on the annual survey.	$7,000.00	Yes
1.3	Bilingual Parent Involvement Liaisons (Spanish and Vietnamese)	All sites are staffed with a bilingual parent liaison to support family outreach and coordinate parent education programs. Two District-level Vietnamese liaisons support engagement efforts at all school sites. This action is principally directed to English learners as a result of the data demonstrating that all nine elementary schools meet the 15% and above translation needs as measured by the CA Department of Education. The Magnolia School District percentages range from 16.85% - 54.99%. The goal of this action is to meet the desired outcome in the self-reflection tool on the CA School Dashboard by increasing percentage from the 2023-24 parent engagement survey results by 10% on the annual survey.	$565,172.00	Yes
1.4	Parent Involvement Programs	Parent workshops and classes are offered at every school site at least once per trimester. Trainings are conducted for Parent Involvement Liaisons (PILs) and other team members as needed to support delivery of parent education classes. Materials are purchased for specific program offerings as needed.	$32,100.00	No

Action #	Title	Description	Total Funds	Contributing
		In addition to parent involvement programs provided by PILs, District and school-level staff will conduct specialized meetings annually to support parents of English learners (EL), low-income students (LI), and Foster Youth (FY) to ensure that they have access to specialized services and supports. District Committee membership (DELAC/DPAC and LCAP Committee) will be reviewed to ensure that EL, LI, and FY are represented and have input in the decision-making process. Parent orientation/information meetings will be conducted annually to provide information on targeted classroom services and the specialized student academy that is provided each year for students with exceptional needs. District Committee membership (DELAC/DPAC and LCAP Committee) will be reviewed to ensure that students with exceptional needs are considered during the decision-making process. This action is principally directed to low-income, English learner, and Foster Youth families to support high levels of parent involvement opportunities for unduplicated families. Magnolia School District has 80.9% of the families experiencing poverty and research shows that these families do not always feel comfortable asking for help or assistance. In addition, 0.8% of our students are Foster Youth, 40.2% of our students are English learners and all nine of our elementary schools meet the 15% and above translation needs as measured by the CA Department of Education and this action provides second language families with supports and strategies on how to help their children with academic success by being involved in decisions that impact their children's education.		
1.5	Parent Education Childcare	Childcare will be available during parent education classes when in-person offerings are provided and allowable. This action is principally directed to low-income families to support them with free childcare to reduce any obstacles they may have for attending parent engagement events. The goal of this action is to meet the desired outcome in the self-reflection tool on the CA School Dashboard (Over 95% of parents will report high levels of satisfaction with school communication and engagement opportunities on the annual parent survey).	$10,700.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Homeless/Foster Youth Liaison	A Homeless/Foster Youth Liaison provides support to all District families in the Magnolia School District Project HERO (Homeless Education Renewing Opportunities) office which also serves approximately 0.8% Foster Youth . This office provides a range of services including securing food, clothing, transportation, housing assistance, health services, extended learning programs, and financial literacy classes. This service is supported by the research that informs us that when school districts partner with mental health services, our Foster Youth demonstrate higher levels of academic and social-emotional success in schools. The 2023 Dashboard Suspension Rate Indicators shows that Foster Youth received a Red Performance Level (6.3% suspended at least one day) Districtwide. As a result of Differentiated Assistance, an increase of services will be implemented to address Foster Youth Distriwide including resources and supports to address suspensions. The goal of this action is to decrease the number of Foster Youth being suspended from school and an increase in supports and services provided to ensure Foster Youth do not miss academic, behavioral and social emotional learning due to a suspension.	$159,137.00	Yes
1.7	Health Clerk Services	All schools receive at least 7 hours of Health Clerk services to support student health and follow up on attendance issues. This action is principally directed to low-income and Foster Youth families to support families with health services they may not have access to on a regular basis. Magnolia School District has 80.9% of families experiencing poverty and 0.8% are Foster Youth. This service provides a consistent school staff member making connections with families in order to have a significant impact on the increase of student attendance. Magnolia School District was recognized with the 2022 California Pivotal Practice (CAPP) Award for the impact of student engagement teams that included Health Clerks as part of this team. The goal of this action is to meet the desired outcome of maintaining or improving the baseline attendance rate of 96%.	$897,449.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Social Worker/Counseling Services	A District team of nine social workers will provide mental health services to all nine elementary schools. This action is principally directed to low-income and Foster Youth based on research that shows these two subgroup of students do not always have immediate access to necessary mental health services. Magnolia School District has 80.9% of families experiencing poverty and 0.8% are Foster Youth. The 2023 Dashboard Suspension Rate Indicators shows that Foster Youth received a Red Performance Level (6.3% suspended at least one day) Districtwide. As a result of Differentiated Assistance, an increase of services will be implemented to address Foster Youth Distriwide including resources and supports to address suspensions. The goal of this action is to decrease the number of Foster Youth being suspended from school and an increase in supports and services provided to ensure Foster Youth do not miss academic, behavioral and social emotional learning due to a suspension. This service provides mental health professionals onsite making these connections with families and the goal of this service is to have a significant impact on higher student attendance and lower suspension rates. Magnolia School District was recognized with the 2022 California Pivotal Practice (CAPP) Award for the impact of student engagement teams that included social workers as part of this team. The goal of this action is to meet the desired outcome in the Chronic Absenteeism metric (District will achieve or exceed a "Green" performance level on the California School Dashboard.)	$1,471,555.00	Yes
1.9	Behavior Interventionist Services	A District team of Behavior Interventionists are assigned based upon student and program needs at all nine elementary schools. This action is principally directed to low-income and Foster Youth based on research that shows these two subgroup of students do not always have immediate access to necessary mental health services. Magnolia School District has 80.9% of families experiencing poverty and 0.8% are Foster Youth. The goal of this action is to meet the desired outcome on the Suspension Rate indicator on the CA School Dashboard (District will achieve or exceed a "Green" performance level on the California School Dashboard) and on the Expulsion Rate indicator on the CA School Dashboard (District will maintain a 0 expulsion rate annually.). The 2023 Dashboard Suspension Rate Indicators shows that Foster Youth received a Red Performance Level (6.3% suspended at least one day) Districtwide. The 2023	$1,050,457.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Dashboard Suspension Rate Indicators shows that low income students received a Green Performance Level (1.1% suspended at least one day) Districtwide. As a result of Differentiated Assistance, an increase in the number of Behavior Interventionists will be implemented to address Foster Youth Distriwide and the Hispanic subgroup at Disney School who received a Red Performance Level on the 2023 Dashboard in Suspension Rate.		
1.10	Attendance Incentive Programs	All schools receive a $1,000 allocation for various attendance incentive programs, including communications, awareness, and recognition programs. Collaborate and partner with the Gang Reduction and Intervention Partnership (GRIP) to provide students with educational and social emotional learning opportunities to address attendance, academics, and behavior. As a result of Differentiated Assistance we found that the Two or More Races subgroup received a Red Performance Level in Chronic Absenteeism (2023 Dashboard). As a result of Additional Targeted Support and Improvement (ATSI) status, Juliette Low School of the Arts will monitor chronic absenteeism for all students and specifically the following subgroups who received a Red Performance Level in chronic absenteeism - English Learners, Socioeconomically Disadvantaged, Hispanic, and White.

The following MSD schools will monitor chronic absenteeism for specific subgroups who received a Red Performance Level on the 2023 Dashboard for chronic absenteeism:
Salk School: White; Marshall School: All students, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged; Walter School: Homeless; Maxwell School: Student with Disabilities, White; and Robert M. Pyles STEM Academy: All students, Hispanic, Socioeconomically Disadvantaged.

This data led the District to continue to provide all school sites with funding to continue to provide attendance incentive programs. In addition, the GRIP program was added to provide additional support to address chronic absenteeism. | $39,000.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		The goal of this action is to meet the desired outcome in the Chronic Absenteeism Dashboard metric with a Green Performance Level for all subgroups who received a Red Performance Level on the 2023 Dashboard.		
1.11	School Positive Behavior Interventions and Supports (PBIS)	All schools receive a $3000 allocation for various PBIS programs/Behavior programs, including communications, program monitoring tools, specific intervention resources and materials, PBIS committee meetings and training, and recognition programs. This action is principally directed to low-income and Foster Youth based on research that shows these two subgroup of students do not always have immediate access to necessary mental health services. Magnolia School District has 80.9% of families experiencing poverty and 0.8% are Foster Youth. As a result of Differentiated Assistance, Magnolia School District will monitor suspensions for Foster Youth subgroup. On the 2023 Dashboard, this subgroup received a Red Performance Level on the Suspension Rate Indicator with 6.3% suspended at least one day. Disney School will monitor their Hispanic subgroup who received a Red Performance Level with 1.9% suspended at least one day. This data led the District to monitor all School Plans for Student Achievement to ensure there is a school level plan to provide all Foster Youth with targeted interventions and support to address behaviors that lead to students being suspended from school. Disney School will add a specific action/s to their School Plan for Student Achievement to address behaviors that lead to suspensions from school for the Hispanic subgroup of students. The goal of this action is to meet the desired outcome on the Suspension Rate indicator on the CA School Dashboard (District will achieve or exceed a "Green" performance level on the California School Dashboard) and on the Expulsion Rate indicator on the CA School Dashboard (District will maintain a 0 expulsion rate annually).	$27,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Social-Emotional Learning (SEL)/Anti-Bullying Programs	All schools will receive ongoing District support and resources for implementation of site-level SEL program implementation and anti-bullying education. All schools will partner with Elevo to provide targeted physical education and social-emotional learning lessons that embed the social-emotional competencies to support students. This action is principally directed to low-income and Foster Youth based on research that shows these two subgroup of students tend to display significantly higher needs in the areas of social-emotional and social-behavioral well-being. Magnolia School District has 80.9% of families experiencing poverty and 0.8% are Foster Youth. As a result of Differentiated Assistance, Magnolia School District will monitor suspensions for Foster Youth subgroup. On the 2023 Dashboard, this subgroup received a Red Performance Level on the Suspension Rate Indicator with 6.3% suspended at least one day. Disney School will monitor their Hispanic subgroup who received a Red Performance Level with 1.9% suspended at least one day. This data led the District to monitor all School Plans for Student Achievement to ensure there is a school level plan to provide all Foster Youth with targeted interventions and support and include social-emotional learning activities that may include anti-bullying programs to address behaviors that lead to students being suspended from school. In addition, all schools will receive five (5) Elevo coaches to address behaviors that lead to suspensions from school. Every other week all TK-6 grade students participate in 30-minutes of physical activities that are built around the social-emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Disney School will add a specific action/s to their School Plan for Student Achievement to address behaviors that lead to suspensions from school for the Hispanic subgroup of students. The goal of this action is to meet the desired outcome on the Suspension Rate indicator on the CA School Dashboard (District will achieve or exceed a "Green" performance level on the California School Dashboard) and on the Expulsion Rate indicator on the CA School Dashboard (District will maintain a 0 expulsion rate annually).	$519,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Pupil Outcomes ALL Magnolia School District students will be provided with quality instructional programs and services to become lifelong learners, and will show continuous progress in academic and language proficiency in order to meet or exceed grade level standards.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The 2023 Dashboard results on the Academic Indicators (English Language Arts and Math) and the English Learner Progress Indicator demonstrate a need to continue to close the achievement gap across student subgroups and ensure adequate growth for ALL students in order to ensure that our elementary scholars have the skills necessary to excel in higher education and careers. We plan to improve academic performance and language proficiency through actions that support and improve student learning and will measure progress towards our goal using the metrics identified in the Measuring and Reporting Results section (following section).

As a result of Differentiated Assistance, Magnolia School District is addressing specific subgroups of students who received a Red Performance Level on the Academic Indicator or English Learner Progress Indicator on the 2023 Dashboard. The Academic Indicator for both English Language Arts (ELA) and Mathematics is measured by the California Assessment of Student Performance and Progress (CAASPP). The English Learner Progress Indicator is measured by the English Language Proficiency Assessments for California (ELPAC). District and school data is reflected below using 2023 Dashboard results:

Districtwide: Foster Youth - Academic Indicator (ELA) Red Performance Level with 83.8 points below standard.
Walter School: Students with Disabilities - Academic Indicator (ELA) Red Performance Level with 134.1 points below standard.
Baden-Powell School: Students with Disabilities - Academic Indicator (Math) Red Performance Level with 111.9 points below standard.
Maxwell School: All students - English Learner Progress Indicator (ELPI) Red Performance Level with 42.1% of all English Learners making progress towards English proficiency which is a decline of 23.3% from the previous year.

Districtwide there are no other subgroups who received a Red Performance Level on the Academic Indicator or the ELPI, but continuous progress monitoring is an essential component in working to close the achievement gap across all subgroups. Districtwide data results growth but the need to ensure higher levels of achievement are maintained is a District priority. The 2023 Academic Indicator for ELA on the

Dashboard indicates an Orange Performance Level with only 6.6 points below standard. These results were maintained from the previous year with only a 1.1 points difference. On the Academic Indicator for Math the District received a Green Performance Level with a 3.9 points increase for a total of 22.7 points below standard. Magnolia School District is encouraged by this performance level and increase in points in the area of math but this is just a stepping stone to greater gains. There are still a significant number of student subgroups that did not reach a Green Performance Level. Below is a breakdown of the math scores by subgroups who did not reach the Green Performance Level:
+Yellow Performance Level - African American, Socioeconomically Disadvantaged, Students with Disabilities;
+Orange Performance Level - English Learners, Foster Youth, Hispanic, Homeless.

The actions in Goal 2 will continue to be implemented to continue this upward trajectory towards high levels of student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) District Results Source: CA Department of Education(caaspp-elpac.ets.org)	SBAC - ELA (2022-23): Districtwide Data: Overall: 47.31% met or exceeded standards, with overall performance level of "Orange" on the California School Dashboard. English Learners: 23.02% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard. Socio-Economically Disadvantaged: 42.92% met or exceeded standards, with a performance			SBAC - ELA (2026-27): Districtwide Target: Increase met or exceeded standard scores by 25% CA School Dashboard Districtwide Target: Increase Performance Level to Green or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		level of "Orange" on the California School Dashboard. Students with Disabilities: 19.40% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard. Walter School Data: Students with Disabilities: 1.85% met or exceeded standards, with a "Red" Performance Level on the California School Dashboard			SBAC - ELA (2026-27) Walter School Target: Increase met or exceeded standard scores by 25% CA School Dashboard Walter School Increase Performance Level to Green or higher	
2.2	State Assessment - Mathematics (SBAC – Math)	SBAC - Math (2022-23): Districtwide Data: Overall: 40.81% met or exceeded standards, with an overall performance level of "Green" on the California School Dashboard. English Learners: 19.98% met or exceeded standards, with a performance			SBAC Math (2026-27) Districtwide Target: Increase met or exceeded standard scores by 25% CA School Dashboard Districtwide Target:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		level of "Orange" on the California School Dashboard. Socio-Economically Disadvantaged: 36.02% met or exceeded standards, with a performance level of "Yellow" on the California School Dashboard. Students with Disabilities: 18.01% met or exceeded standards, with a performance level of "Yellow" on the California School Dashboard. Baden-Powell School Data: Students with Disabilities: 5.56% met or exceeded standards, with a performance level of "Red" on the California School Dashboard.			Increase Performance Level to Green or higher SBAC - Math (2026-27) Baden-Powell School Target: Increase met or exceeded standard scores by 25%. CA School Dashboard Baden-Powell School Increase Performance Level to Green or higher.	
2.3	Local Reading Assessment: i-Ready Diagnostic	i-Ready Reading (2023-24): Overall: 49% of students scored within			i-Ready Reading (2026-27) Increase percent of students who	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		grade level on end-of-year interim assessment. English Learners: 25% of students scored within grade level on end-of-year interim assessment. Socio-Economically Disadvantaged: 42% of students scored within grade level on end-of-year interim assessment. Students with Disabilities: 23% of students scored within grade level on end-of-year interim assessment.			score within grade level on end-of-year interim assessment by 25%.	
2.4	Local Math Assessment: i-Ready Diagnostic	i-Ready Math (2023-24): Overall: 41% of students scored within grade level on end-of-year interim assessment. English Learners: 21% of students scored within grade level on			i-Ready Math (2026-27) Increase percent of students who score within grade level on end-of-year interim assessment by 25%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		end-of-year interim assessment. Socio-Economically Disadvantaged: 35% of students scored within grade level on end-of-year interim assessment. Students with Disabilities: 22% of students scored within grade level on end-of-year interim assessment.				
2.5	i-Ready Assessment: Typical Growth	Baseline Data (2023-24) Typical Growth shows how a student is growing compared to average student growth at the same grade and baseline placement level. The median percent progress toward Typical Growth for Magnolia School District in Reading is 95%. The median percent progress toward Typical Growth for Magnolia			Typical Growth Target (2025-26) for Reading and Math is 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School District in Math is 82%.				
2.6	English Language Proficiency Assessment of California (ELPAC)	ELPAC (2022-23) 23.17% Proficient (Level 4/Well Developed) 41.57% Level 3 (Moderately Developed) 23.91% Level 2 (Somewhat Developed) 11.35% Level 1 (Minimally Developed)			ELPAC (2025-26): Increase Level 4 and Level 3 by 15%; decrease Level 2 and Level 1 by 15%.	
2.7	Reclassification Rate	The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2023-24 was 6%.			RFEP 2026-27 results will increase 25%.	
2.8	English Learner Progress Indicator (CA School Dashboard)	ELPI (2023 Dashboard) 62.5% of ELs made at least one performance level of growth in English proficiency. Green Performance Level			ELPI (2026 Dashboard) Increase ELs making at least one performance level of growth in English proficiency by 10.0% Maintain Green Performance Level status or higher (Blue).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) District Results Source: CA Department of Education(caaspp-elpac.ets.org)	District Overall: 47.31% of all students met or exceeded standard for ELA English Learners - 23.02% met or exceeded standard in ELA LTEL - 11.27% met or exceeded standard in ELA Students at-risk of becoming LTEL - 14.45% met or exceeded standard in ELA			SBAC - ELA (2026-27) English Learner, LTEL, At-Risk of LTEL Target: Increase met or exceeded standard in ELA scores by 25%	
2.10	California Science Test (CAST)	California Science Test (CAST) (2022-23) Overall: 28.71% met or exceeded standard for science. Socio-economically disadvantaged students: 24.17% met or exceeded standard for science.			CAST (2026-27) Increase met or exceeded standard for science score by 25%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 4.9% met or exceeded standard for science. Students with Disabilities: 3.90% met or exceeded standard for science.				
2.11	Dashboard Self-Reflection Tool/School Climate Survey (Student Responses)	District school climate survey of students (n=1,562) yielded the following findings: Instruction: - 98% of students report they have learned new and challenging skills in all subjects. - 95% of students report they learn about science at school. - 97% of students report they learn about art at school. - 97% of students report			District school climate survey result targets for 2026-27: Increase percentage from the 2023-24 student engagement survey results to reach 98% or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		they participate in music at school. • 98% of students report they participate in Physical Education at school. • 98% of students report they have the knowledge, skills and tools to be successful in school and in life.				
2.12	Dashboard Self Reflection Tool/Access to a Broad Course of Study	All MSD students had access to a broad course of study as specified in the California Education Code for grades 1-6 including programs and services for English learners, low income students, foster youth, and those with exceptional needs.			Maintain access to a broad course of study as specified in the California Education Code for grades 1-6 including programs and services for English learners, low income students, foster youth, and those with exceptional needs.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Comprehensive professional development for teachers that is aligned to research-based and high-quality curriculum, Common Core State Standards, instructional strategies, and assessment practices. Induction for beginning teachers and PAR for experienced teachers will also be provided. Professional development content will include programs, services, and strategies specifically designed to meet the needs of English learners, students with disabilities, students with exceptional needs, low-income students, and foster youth. This action is principally directed to low-income, English learners, and Foster Youth students based on research that shows equitable access to strong teachers is critical to closing achievement gaps. A professional development survey was administered to all certificated and classified staff to gather input on the needs for professional development. The results of this survey indicated that staff would like professional learning in the areas of content specific teaching strategies, student support strategies, technology and	$165,850.00	Yes

Action #	Title	Description	Total Funds	Contributing
		communication strategies, and safety and other services. The Association for Supervision and Curriculum Development (ASCD) adds that studies show well-prepared and well-supported teachers are important for all students, but especially for students who come to school with greater needs. The goal of this action is to meet and/or be on track to meet the desired outcomes on all the Goal 2 metrics.		
2.2	Instructional Practices Coaches	Every school will have an Instructional Practices Coach (IPC) to provide ongoing job-embedded coaching, professional development, and coordination of targeted student intervention programs. Facilitate Data Dialogue Days four times a year with each grade level at their school. Targeted intervention programs and coaching content will include programs, services, and strategies specifically designed to meet the needs of English learners, students with disabilities, students with exceptional needs, and low-income students. As a result of Differentiated Assistance, Magnolia School District is addressing specific subgroups of students who received a Red Performance Level on the Academic Indicator or English Learner Progress Indicator on the 2023 Dashboard. District and school data is reflected below using 2023 Dashboard results and the specific activity that will be implemented to address student achievement: Districtwide Foster Youth scored 83.8 points below standard on the Academic Indicator (ELA) and received a Red Performance Level. As a result of this data all Instructional Practices Coaches will utilize Foster Youth data as part of the Data Dialogues held four times a year for each grade level. Each grade level at each school will ensure they know the Foster Youth in their grade level and include them during Data Dialogue discussions and provide them targeted intervention if they are scoring below grade level. Three (3) Student Achievement Teachers will be added to the three largest schools to address closing the student achievement gap for all students with a priority on Foster Youth. Walter School Students with Disabilities scored 134.1 points below standard on the Academic Indicator (ELA) and received a Red Performance Level. The Instructional Practices Coach will conduct	$2,446,346.00	Yes

Action #	Title	Description	Total Funds	Contributing
		targeted Data Dialogue sessions with special education teachers to coordinate targeted intervention and support teachers with strategies to differentiate instruction. Baden-Powell School Students with Disabilities scored 111.9 points below standard on the Academic Indicator (Math) and received a Red Performance Level. The Instructional Practices Coach will conduct targeted Data Dialogue sessions with special education teachers to coordinate targeted intervention and support teachers with strategies to differentiate instruction. Maxwell School 42.1% of all English Learners are making progress towards English proficiency which is a decline of 23.3% from the previous year and received Red Performance Level on the English Learner Progress Indicator (ELPI). As a result of this data the Instructional Practices Coach will utilize English Learner data as part of the Data Dialogues held four times a year for each grade level. Each grade level at each school will ensure they know and understand the ELPI and ELPAC data for each of their English Learners in their grade level and include them during Data Dialogue discussions and provide them targeted intervention if they are scoring below grade level. Three Science, Technology, Engineering, Arts, and Mathematics (STEAM) Teachers will be added for the remaining six schools and one STEAM Teacher will support two schools. STEAM Teachers will enhance the academic program at six of the schools to include high-interest, engagning, and targeted lessons for all students with a priority to service students with disabilities at Walter and Baden-Powell school and English Learners at Maxwell School.		
2.3	Programs and Assessment Personnel	A District Programs and Assessment Team will provide ongoing support for administration and analysis of student assessments and related data reporting. Disaggregated student performance reports will be shared and analyzed with school-level teams in order to identify needs of student subgroups. This action is principally directed to low-income and English learner students based on research that shows having a better understanding of the educational experiences of students with greater needs is necessary to improve services and support to increase student achievement.	$229,580.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Districtwide Data: Overall: 47.31% met or exceeded standards, with overall performance level of "Orange" on the California School Dashboard; English Learners: 23.02% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard; Socio-Economically Disadvantaged: 42.92% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard; Students with Disabilities: 19.40% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard. Walter School Data: Students with Disabilities: 1.85% met or exceeded standards, with a "Red" Performance Level on the California School Dashboard. Assessment personnel will prioritize supporting schools with data and reports to ensure school-level teams have the most updated information to support and design services for students who are not meeting grade level expectations. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal.		
2.4	Student Assessment and Data Management System	A comprehensive platform for student assessment and data management will be purchased each year to ensure that student performance data is adequately collected, reported, and analyzed on a regular basis. Using an additional feature, Educlimber, data will be collected and disaggregated to monitor growth of unduplicated student groups, students with disabilities, and students with exceptional needs. This action is principally directed to low-income and English learner students based on research that shows having a better understanding of the educational experiences of students with greater needs is necessary to improve services and support to increase student achievement. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 47.89% of students met or exceeded standard; English Learners: 61.71% of students met or exceeded standard; Socio-Economically Disadvantaged: 44.46% of students met or exceeded standard. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall:	$67,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
		39.18% of students met or exceeded standard. English Learners: 49.13% of students met or exceeded standard; Socio-Economically Disadvantaged: 35.68% of students met or exceeded standard. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal.		
2.5	Music Teachers	Three (3) additional music teachers and a 0.2 teacher who will work one-day a week for a total of 7.2 music teachers will provide music instruction to all students in grades TK - 6th grade. This increase will provide all students with additional music throughout the school year. One music teacher will work one-day a week and release the music lead teacher to provide support to all music teachers with modeling lessons, creating support documents for the music program, assist in the coordination of materials and supplies for the music program, and support and monitor Low Income students in the program. This action is principally directed to low-income students based on the research that students of poverty often do not have the resources to participate in extracurricular activities such as music classes to learn how to play an instrument. A second Band Program will be added to support more low-income instruments and provide them the opportunity to gain skills they can utilize when attending middle and high school. In addition, a Choir Program will be implemented to support low-income students and provide them the exposure to more VAPA experiences they can utilize when attending middle and high school. Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal. Embedding music classes during the instructional day as an enrichment opportunity provides access to low-income students and supports higher on the Academic Indicator. On the 2023 Dashboard, low-income students achieved an Orange Performance Level on the ELA Academic State indicator. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal - which states all socio-economically disadvantaged students will increase Performance Level to Green or higher on the Dashboard.	$907,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Arts Education Programs	Arts instructional supplies, materials, programs, and services will be provided to all students by grade level across the four Arts domains of visual art, theater, music, and dance. The District will add a second Band Program and implement a Choir Program that will prioritize low-income students. This action will allow the purchase of additional instruments and materials and supplies. This action is principally directed to low-income students based on the research that students of poverty often do not have the resources to participate in extracurricular visual and performing art (VAPA) activities. Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal. Embedding VAPA activities during the instructional day as an enrichment opportunity provides access to low-income students and supports student engagement. Research shows that students who are engaged throughout the school day tend to have higher school attendance. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal.	$200,000.00	No
2.7	Sixth Grade Outdoor Science School	Outdoor Science Camp costs will be covered for all sixth grade students in order to provide them with access to this educational enrichment opportunity. This action is principally directed to low-income students based on the research that students of poverty often do not have the monetary resources to participate in science camps. Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal. Providing this opportunity for low-income students provides access to an outdoor science experience they may not be able to afford outside of school. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard and California Science Test (CAST) as reflected in the metric outcomes for this goal.	$450,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Library Services	All schools will receive library services to ensure student access to high-quality reading materials at school and at home. Each school will have a Library Media Clerk to provide library access to all TK-6 grade students. This action is principally directed to low-income students who do not always have the immediate literacy resources and supports to help them with their academic and social reading needs. Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal.The American Association of School Librarians (AASL) did a study on the positive impacts school libraries have on students of poverty. The research indicates that adequate school libraries and library staff are essential to leveling the playing field for students of poverty and the resources provided are essential to helping low-income students increase achievement. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal.	$793,207.00	Yes
2.9	College and Career Readiness (CCR) Programs	Every school will receive $1000 for College and Career Readiness resources and activities, including student success skills materials (student planners and binders), career exploration programs, college awareness events, partnership programs with local colleges, and other opportunities as available. This action is principally directed to low-income, who often lack the guidance and support necessary to have college and career mindsets. Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal. The National Center for Education Statistics reported that low-income students do not always possess a good foundation of education ability and often do not have the organizational skills to prepare their long-term college and career goals. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal.	$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	School Multi-Tiered System of Supports(MTSS)/Data Dialogue Days	Four Multi-Tiered System of Supports(MTSS)/Data Dialogue Days will be provided to each classroom teacher to analyze student performance data and engage in collaborative team planning for instruction and interventions. Planning focus areas will include programs, services, and strategies specifically designed to meet the needs of English Learners, students with disabilities, students with exceptional needs, low-income students, and Foster Youth. Specialized collaboration days will also be conducted with staff members to further analyze the needs of students with disabilities and to leverage all school and District resources to ensure that their specific needs are addressed in both general education and special education classrooms and activities. This action is principally directed to low-income, English learners, and Foster Youth students based on research that shows having a better understanding of the educational experiences of students with greater needs is necessary to improve services and support to increase student achievement. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 47.31% of students met or exceeded standard; English Learners: 23.02% of students met or exceeded standard; Socio-Economically Disadvantaged: 42.92% of students met or exceeded standard. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.81% of students met or exceeded standard; English Learners: 19.98% of students met or exceeded standard; Socio-Economically Disadvantaged: 36.02% of students met or exceeded standard. SBAC data for Foster Youth is not reported due to the privacy of student data since there are less than 11 students. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal. As a result of Differentiated Assistance and subgroups who received a Red Performance Level, the following actions are specific in addressing student achievement for these specific subgroups. Substitute teachers will be implemented to provide teacher release opportunities Each grade level at each school will ensure they know the Foster Youth in their grade level and	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		include them during Data Dialogue discussions and provide them targeted intervention if they are scoring below grade level. Walter School Students with Disabilities scored 134.1 points below standard on the Academic Indicator (ELA) and received a Red Performance Level. The Instructional Practices Coach will conduct targeted Data Dialogue sessions with special education teachers to coordinate targeted intervention and support teachers with strategies to differentiate instruction. This action will provide substitute teachers to release grade level teachers to discuss targeted subgroup data and develop strategic instructional plans to implement throughout the school year. Baden-Powell School Students with Disabilities scored 111.9 points below standard on the Academic Indicator (Math) and received a Red Performance Level. The Instructional Practices Coach will conduct targeted Data Dialogue sessions with special education teachers to coordinate targeted intervention and support teachers with strategies to differentiate instruction. to discuss targeted subgroup data and develop strategic instructional plans to implement throughout the school year. Maxwell School 42.1% of all English Learners are making progress towards English proficiency which is a decline of 23.3% from the previous year and received Red Performance Level on the English Learner Progress Indicator (ELPI). As a result of this data the Instructional Practices Coach will utilize English Learner data as part of the Data Dialogues held four times a year for each grade level. Each grade level at each school will ensure they know and understand the ELPI and ELPAC data for each of their English Learners in their grade level and include them during Data Dialogue discussions and provide them targeted intervention if they are scoring below grade level to discuss targeted subgroup data and develop strategic instructional plans to implement throughout the school year.		

Action #	Title	Description	Total Funds	Contributing
2.11	After-School Intervention Programs	Expanded Learning Enrichment Afterschool Clubs are offered at all nine schools and are conducted by Magnolia School District teachers. These clubs are designed to enrich students in various areas such as academic tutoring, drama club, dance club, musical theater, yoga, sign language, robotics, cooking club, eSports, journalism, and many more clubs. This action is principally directed to low-income, English learners, and Foster Youth who do not always have the opportunities to participate in enrichment type activities. This action provides extended learning opportunities to assist in closing the achievement gap for these subgroups of students. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 47.31% of students met or exceeded standard; English Learners: 23.02% of students met or exceeded standard; Socio-Economically Disadvantaged: 42.92% of students met or exceeded standard. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.81% of students met or exceeded standard. English Learners: 19.98% of students met or exceeded standard. Socio-Economically Disadvantaged: 36.02% of students met or exceeded standard. SBAC data for Foster Youth is not reported due to the privacy of student data since there are less than 11 students. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal.	$156,648.00	No
2.12	Special Education Coordinator	Two District Special Education Coordinators will work with all schools to ensure programs and services are well-designed to meet the needs of Students with Disabilities. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 47.31% of students met or exceeded standard as compared to Students with Disabilities: 19.40% met or exceeded standards. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.81% of students met or exceeded standard as compared to Students with Disabilities: 18.01% met or exceeded standards. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal.	$312,117.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Summer Academy	Summer Academy will be provided to accelerate and extend learning for English learners, low-income students, Foster Youth, Students with Disabilities, and other at-risk students as needed. This action is principally directed to low-income students, English learners, and Foster Youth to prevent summer learning loss. Research shows that children experience learning loss when they do not engage in educational activities during the summer. This summer learning loss is cumulative and research has shown low-income, English learners, and Foster Youth students to be nearly three grade equivalents behind their more affluent peers in reading by the end of the fifth grade. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 47.31% of students met or exceeded standard; English Learners: 23.02% of students met or exceeded standard; Socio-Economically Disadvantaged: 42.92% of students met or exceeded standard. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.81% of students met or exceeded standard. English Learners: 19.98% of students met or exceeded standard. Socio-Economically Disadvantaged: 36.02% of students met or exceeded standard. SBAC data for Foster Youth is not reported due to the privacy of student data since there are less than 11 students. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal. As a result of Differentiated Assistance and subgroups receiving a Red Performance Level on the 2023 Dashboard, the following subgroups will be prioritized to attend Summer Academy: +Districtwide - all Foster Youth +Walter School - Students with Disabilities +Baden-Powell School - Students with Disabilities +Maxwell School - English Learners To monitor progress students will be given a pre- and post assessment in reading and math.	$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.14	School-level services for English Learners and Long-Term English Learners: Impact Teachers, Supplemental Programs, Intervention Materials	All schools will receive an allocation based upon English Learner enrollment to provide targeted programs and services administered by Impact teachers and other support staff as outlined in each School Plan for Student Achievement (SPSA) anchored in the English Language Arts/English Language Development State Standards. Intervention materials in reading and math will be utilized to provide supplemental instruction to English Learners and Long-Term English Learner (LTEL) students who are not meeting grade level expectations. This action is principally directed to English Learners, LTEL, and students at-risk of becoming LTEL to support their academic language development. The English Language Progress Indicator 2023 Dashboard results show that 23.17% are Proficient (Level 4/Well Developed); 41.57% Level 3 (Moderately Developed); 23.91% Level 2 (Somewhat Developed); 11.35% Level 1 (Minimally Developed). English Learners have shown progress based on the 2023 Dashboard English Language Progress Indicator that illustrates 62.5% of ELs made at least one performance level of growth in English proficiency. This data results in a Green Performance Level Districtwide. There is an achievement gap between English Learner, LTEL and students at-risk of becoming LTEL as compared to all students on the California Assessment of Student Performance and Progress (CAASPP) in ELA. 47.31% of all students met or exceeded standard for ELA as compared to: English Learners - 23.02% met or exceeded standard in ELA LTEL - 11.27% met or exceeded standard in ELA; Students at-risk of becoming LTEL - 14.45% met or exceeded standard in ELA As a result of these scores, targeted supplemental support for English Learners, LTEL, and students at-risk of becoming LTEL will be provided by Impact Teachers in the areas of English Language Arts. As a result of Differentiated Assistance and any subgroup that receives a Red Performance Level on the 2023 Dashboard, specific actions will be developed to address student achievement. Maxwell School has 42.1% of all English Learners making progress towards English proficiency which is	$2,128,231.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a decline of 23.3% from the previous year and received Red Performance Level on the English Learner Progress Indicator (ELPI). As a result of this data Impact Teachers will utilize English Learner data provide targeted intervention to support the development of English Language proficiency.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3: Basic Services Magnolia School District will provide optimal conditions for learning, including safe and clean facilities, quality standards-aligned curriculum, access to technology for learning, and highly-qualified teachers.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In order to ensure the safety and well being of all students and staff, school facilities must continue to be maintained in good repair. Continual changes in technologies create the need for periodic updates of communications and maintenance systems. Modern telephone and internet systems ensure adequate communications for safe and efficient learning environments. Upgrades to utilities systems ensure that schools are energy efficient, that natural resources are conserved, and that energy costs are minimized. Upgrades to school playgrounds ensure students have safe places to play and learn.

Standards-aligned, high quality curriculum is a State and District priority, serving as a key component to an effective instructional program.

Technology developments across the globe have resulted in a need to equip all of our learners with technology skills in order to be successful. All District students are equipped with a technology device to ensure student connectivity is available for daily learning. Due to the large-scale student technology use district-wide, adequate staff is needed to support and troubleshoot classroom devices.

As part of the Student Success Team (SST) process, students who experience academic challenges and are not meeting grade level expectations can be recommended for an additional device for at-home use to work on targeted lessons to increase student achievement. Hot spots are available for families who experience challenges with connectivity. These devices are recommended by the school principal and are requested to be provided by the Educational Services Department.

Highly-qualified teachers are our "front line" professionals that make learning happen for our students every day. Ensuring that teachers are appropriately credentialed and continue to engage in professional growth over the course of their careers is a key component of creating optimal learning environments for our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Accountability Report Card (SARC)	No deficiencies reported on SARC or Williams visit reports; all District facilities maintained and in good repair.			No deficiencies reported on SARC or Williams visit reports; all District facilities maintained and in good repair.	
3.2	Technology Maintenance Records and Usage Reports	All classrooms maintain ample and continuous internet and phone connectivity.			All classrooms maintain ample and continuous internet and phone connectivity.	
3.3	School Accountability Report Card (SARC)	No deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution.			No deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution.	
3.4	School Accountability Report Card (SARC) and Human Resources Staffing Reports	100% of MSD teachers are appropriately assigned and credentialed.			100% of MSD teachers are appropriately assigned and credentialed.	
3.5	Class Size Averages	For 2023-24, class sizes based on state and federal laws and labor agreements.			For 2026-27, class sizes based on state and federal laws and labor agreements.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Dashboard Self-Reflection Tool/School Climate and Instruction Survey (Student Responses)	District school climate survey of students (n=1,562) yielded the following findings: Climate: • 99% of students report their school has safe buildings and safe places to play. • 97% of students report their school has areas that meet their needs (classroom, library, playground, cafeteria) • 82% of students report they feel comfortable going to a staff member at school when they have a problem. • 87% of students report that if they feel sad or worried,			District school climate survey result targets for 2026-27: Increase percentage from the 2023-24 student engagement survey results by 10%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		they know who to go to for help. Instruction: • 99% of students report they use technology as part of their learning at school. • 99% of students report their school provides them a chromebook device at school.				

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Standards-Aligned Textbooks and Materials	High-quality, standards-aligned instructional materials will be purchased annually in alignment with State and local adoption criteria and timelines. This includes the cost of annual consumables for all content areas. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Districtwide Data: Overall: 47.31% met or exceeded standards, with overall performance level of "Orange" on the California School Dashboard; English Learners: 23.02% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard; Socio-Economically Disadvantaged: 42.92% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard; Students with Disabilities: 19.40% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard. Walter School Data: Students with Disabilities: 1.85% met or exceeded standards, with a "Red" Performance Level on the California School Dashboard.	$500,000.00	No
3.2	Student Devices and Peripherals/Network	Chromebooks and peripherals (chargers, headphones, mice, etc.) are purchased for every student on a four-phase purchasing schedule. A high-speed digital internet connection is maintained district-wide to ensure continuous connectivity in all classrooms. This action is principally directed to low-income students who tend to have limited access to high-quality technology and 21st Century learning. Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal. Research suggests that providing low-income students with devices to access 21st Century learning skills provides them long-term skills they will need to achieve college and career goals. The desired outcome for this goal is to meet the Technology Maintenance Records and Usage Reports metric established for this goal.	$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Classroom Presentation Technology	Interactive whiteboards/LED screens are updated and serviced on a maintenance schedule to ensure that all classrooms have equipment necessary for 21st Century lesson delivery. Ensuring that technology is on a rotating cycle to be upgraded and updated allows for the instructional staff to use the most updated version of technology without any timing gaps. This action is principally directed to low-income students to provide 21st Century learning environments with the most up-to-date technology for a high quality instruction and educational experience. Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal. The integration of technology has a direct impact on low-income students and increases student engagement, access, and academic achievement. The desired outcome for this goal is to meet the Technology Maintenance Records and Usage Reports metric established for this goal.	$545,672.00	Yes
3.4	District Technology Personnel/Infrastructure	A District technology team provides ongoing support for students and families via a help desk process and administration of hotspots/infrastructure. Infrastructure costs include equipment and services necessary for connectivity. A Science, Technology, Engineering, Arts, Mathematics (STEAM) Technician will be added to support activities related to STEAM. This action is principally directed to low-income, English Learners, and Foster Youth students who tend to not have access to immediate support with technology and connectivity needs. Magnolia School District is comprised of 80.9% low-income students, 40.2% English Learners, and 0.8% Foster Youth. The desired outcome for this goal is to meet the Technology Maintenance Records and Usage Reports metric established for this goal.	$1,111,308.00	Yes
3.5	Campus/Playground Supervision; Increased Access and Safety on Playgrounds	Staff will be provided for campus/playground supervision, including Expanded Learning staff, to ensure student safety on campus before school, after school, and during recess and lunch breaks. This action is principally directed to low-income students and Foster Youth who may not always feel connected to school and can benefit from additional staff that can support them during recess and lunch breaks and before and after school by implementing strategies that can help students feel connected and ultimately feel successful in school. Research suggests that feeling	$4,508,477.00	Yes

Action #	Title	Description	Total Funds	Contributing
		safe and connected supports student learning. District student climate survey data indicates that 82% of students report they feel comfortable going to a staff member at school when they have a problem; 87% of students report that if they feel sad or worried, they know who to go to for help. This action will also provide upgrades to all nine elementary 1st through 6th grade playgrounds. The National Library of Medicine published a study in July 2022 where they found that playgrounds are areas where school children feel like they can roam free and how playgrounds provide many learning opportunities through different types of play. The study also focused on the importance of safety and to upgrade equipment to minimize injuries. Local climate survey data indicates that 99% of students report their school has safe buildings and safe places to play; 97% of students report their school has areas that meet their needs (classroom, library, playground, cafeteria). It is important to continue to maintain this level of security and safety by upgrading all 1st through 6th grade playgrounds. Kindergarten playgrounds were upgraded through another grant.		
3.6	Grade Span Adjustment Staffing	Class sizes are based on state and federal laws and labor agreements. This action is principally directed to low-income students to provide increased opportunities for small group and targeted instruction in the areas of reading and math. Low income students continue to score slightly below the overall district average. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 47.31% of students met or exceeded standard and Socio-Economically Disadvantaged: 42.92% of students met or exceeded standard. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.81% of students met or exceeded standard and Socio-Economically Disadvantaged: 36.02% of students met or exceeded standard. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal.	$5,127,734.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Site Custodial and Maintenance Staff	Additional site custodial and maintenance positions ensure adequate cleaning beyond the school day for supplementary programs and services. A study conducted by the Center for Facilities Research found a correlation between the cleanliness of school facilities and students' academic achievements. This action is principally directed to low-income students to provide learning environments that support a positive and engaging learning atmosphere. District student climate survey data indicates that 99% of students report their school has safe buildings and safe places to play; 97% of students report their school has areas that meet their needs (classroom, library, playground, cafeteria). The goals of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for Goal 2 and maintain a record of "No Deficiencies" on SARC reports in the area of District facilities maintained and in good repair.	$1,111,117.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Goal 4: Attendance and Participation Magnolia School District will enhance supports and strategies to increase student attendance and participation in school to address chronic absenteeism.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The COVID-19 pandemic had an impact on Magnolia School District's chronic absenteeism rate and the data continues to produce results that are directly a product of the pandemic. MSD demonstrates progress towards an increase in Attendance Rate and a decrease in Chronic Absenteeism. On the 2022 Dashboard a total of 11 subgroups scored at the Very High Performance Level which is equivalent to receiving a Red Performance Level. On the 2023 Dashboard, MSD made significant gains and only one subgroup remained in the Red Performance Level which would have been equivalent to receiving the Very High Performance Level as in the 2022 Dashboard. Goal 4 was developed last year to address chronic absenteeism and the data reflects the success of this goal. MSD will continue to enhance the programs and services to address chronic absenteeism based on the data below.

As a result of Differentiated Assistance, Magnolia School District will monitor chronic absenteeism for the subgroup Two or More Races (Multiple Races). On the 2023 Dashboard, this subgroup received a Red Performance Level on the Chronic Absenteeism Indicator with 37.1% chronically absent. This was an increase of 3.8% from the previous year (2022 Dashboard).

As a result of Additional Targeted Support and Improvement (ATSI) status, Juliette Low School of the Arts will monitor chronic absenteeism for all students and specifically the following subgroups - English Learners, Socioeconomically Disadvantaged, Hispanic, and White. Below is the breakdown of the Chronic Absenteeism data from the 2023 Dashboard for Juliette Low School of the Arts for all Red Performance Levels:
+All Students - 35.5% chronically absent (maintained -0.2% from previous year)
+English Learners - 34.3% chronically absent (increased 1.7% from previous year)
+Socioeconomically Disadvantaged - 40% chronically absent (increased 2.2% from previous year)
+Hispanic - 39.2% chronically absent (maintained 0.2% from previous year)
+White = 32.7% chronically absent (increased 3.8% from previous year)

The following MSD schools will monitor chronic absenteeism for specific subgroups who received a Red Performance Level on the 2023 Dashboard for chronic absenteeism:

Salk School: White - 32.8% chronically absent (increased 7.4% from previous year)

Marshall School: All students - 20.3% chronically absent (maintained 0.1% from previous year); English Learners - 21.9% chronically absent (increased 3% from previous year); Hispanic - 20.7% chronically absent (increased 1% from previous year); Homeless - 22.3% chronically absent (increased 6.7% from previous year); Socioeconomically Disadvantaged - 24.3% chronically absent (increased 3% from previous year)

Walter School: Homeless - 29.2% chronically absent (increased 4.6% from previous year)

Maxwell School: Student with Disabilities - 40.2% chronically absent (maintained -0.2 from previous year); White - 36.2% chronically absent (increased 3.9% from previous year)

Robert M. Pyles STEM Academy: All students - 29.5% chronically absent (maintained 0% from previous year); Hispanic - 32.9% chronically absent (increased 0.7% from previous year); Socioeconomically Disadvantaged - 30.5% chronically absent (increased 1% from previous year).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism State Indicator	2023 Dashboard Districtwide Yellow Performance Level (26.4% chronically absent) English Learners Yellow Performance Level (25.1% chronically absent) Socio-economically Disadvantaged Yellow Performance Level (28.5% chronically absent) Students with Disabilities			2027 Dashboard Districtwide Green Performance Level (<15% chronically absent) English Learners Green Performance Level (<15% chronically absent) Socio-economically Disadvantaged Green Performance Level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Yellow Performance Level (32.9% chronically absent)			(<15% chronically absent) Students with Disabilities Green Performance Level (<15% chronically absent)	
4.2	Saturday Academy Attendance	2023-24 454 students attended 371 qualified for ADA. This resulted in 82% of those who attended Saturday Academy qualified for ADA.			2025-26 Increase ADA percentage by 10%.	
4.3	Dashboard Self-Reflection Tool/School Climate Survey (Student Responses)	District school climate survey of students (n=1,562) yielded the following findings: Instruction • 98% of students report it is very important for them to attend school every day.			District school climate survey result targets for 2026-27: Increase percentage from the 2023-24 student engagement survey results to reach 98% or higher.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Saturday Academy	Provide Saturday Academy opportunities for all students. Encourage students who are chronically absent to attend all dates. Provide engaging activities that support learning recovery and high levels of engagement with a variety of activities each time. As a result of Differentiated Assistance specific subgroups will be prioritized to attend Saturday Academy. The data below provides the specific subgroups that will be prioritized to attend Saturday Academy: Magnolia School District will monitor chronic absenteeism for the subgroup Two or More Races (Multiple Races). On the 2023 Dashboard, this subgroup received a Red Performance Level on the Chronic Absenteeism Indicator with 37.1% chronically absent. This was an increase of 3.8% from the previous year (2022 Dashboard).	$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
		As a result of Additional Targeted Support and Improvement (ATSI) status, Juliette Low School of the Arts will monitor chronic absenteeism for all students and specifically the following subgroups - English Learners, Socioeconomically Disadvantaged, Hispanic, and White. Below is the breakdown of the Chronic Absenteeism data from the 2023 Dashboard for Juliette Low School of the Arts for all Red Performance Levels: +All Students - 35.5% chronically absent (maintained -0.2% from previous year) +English Learners - 34.3% chronically absent (increased 1.7% from previous year) +Socioeconomically Disadvantaged - 40% chronically absent (increased 2.2% from previous year) +Hispanic - 39.2% chronically absent (maintained 0.2% from previous year) +White = 32.7% chronically absent (increased 3.8% from previous year) The following MSD schools will monitor chronic absenteeism for specific subgroups who received a Red Performance Level on the 2023 Dashboard for chronic absenteeism: Salk School: White - 32.8% chronically absent (increased 7.4% from previous year) Marshall School: All students - 20.3% chronically absent (maintained 0.1% from previous year); English Learners - 21.9% chronically absent (increased 3% from previous year); Hispanic - 20.7% chronically absent (increased 1% from previous year); Homeless - 22.3% chronically absent (increased 6.7% from previous year); Socioeconomically Disadvantaged - 24.3% chronically absent (increased 3% from previous year) Walter School: Homeless - 29.2% chronically absent (increased 4.6% from previous year) Maxwell School: Student with Disabilities - 40.2% chronically absent (maintained -0.2 from previous year); White - 36.2% chronically absent (increased 3.9% from previous year) Robert M. Pyles STEM Academy: All students - 29.5% chronically absent (maintained 0% from previous year); Hispanic - 32.9% chronically absent (increased 0.7% from previous year); Socioeconomically Disadvantaged - 30.5% chronically absent (increased 1% from previous year).		

Action #	Title	Description	Total Funds	Contributing
4.2	Student Attendance Review Board (SARB)	Revise the Student Attendance Review Board (SARB) process to include more intervention opportunities for families and students. Preventive measures support students who may be on the path to chronic absenteeism. A few of the updates include but are not limited to implementing bi-weekly attendance reports, completing truancy intervention document for Student Attendance Review Team (SART) meetings, and holding the SART meeting after Truancy Letter #2.	$0.00	No
4.3	Student and Attendance Engagement Teams	Implement the Student and Attendance Engagement Teams to support with parent and family outreach for students who are struggling with consistent attendance. These teams can include but are not limited to the Parent Involvement Liaisons, Health Clerk Technicians, and Social Workers at each school site and include Community Schools staff for those schools who qualify. Magnolia School District Community Schools provide targeted support in family outreach for students who continue to struggle with consistent attendance and the Community Schools Social Worker and Community School Parent Involvement Liaisons provide additional resources and support to families that need more enhanced supports. These staff members will be part of the Student and Attendance Engagement Teams at the schools that qualify for Community Schools. As a result of Differentiated Assistance and subgroups who received a Red Performance Level on the Chronic Absenteeism Indicator on the 2023 Dashboard, specific subgroups will be closely monitored by the Student and Attendance Engagement Teams at each school: +All schools will closely monitor chronic absenteeism for Foster Youth. +Juliette Low School of the Arts will monitor chronic absenteeism for all students and specifically the following subgroups - English Learners, Socioeconomically Disadvantaged, Hispanic, and White. +Salk School will monitor chronic absenteeism for their White student subgroup. +Marshall School will monitor chronic absenteeism for all students and specifically the following subgroups - English Learners, Homeless, Socioeconomically Disadvantaged, and Hispanic.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		+Walter School will monitor chronic absenteeism for their Homeless student subgroup. +Maxwell School will monitor chronic absenteeism for their Students with Disabilities and White student subgroups. +Robert M. Pyles STEM Academy will monitor chronic absenteeism for all students and specifically the following subgroups - Socioeconomically Disadvantaged, and Hispanic student subgroups.		
4.4	Attendance Handbook	Implement an Attendance Handbook to provide school staff guidance on attendance processes and procedures to address chronic absenteeism.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$18,467,786	$2,272,947

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
35.845%	0.000%	$0.00	35.845%

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
1.1	**Action:** School Office Support **Need:** Magnolia School District serves a total population of approximately 5,000 with 40.2% English Learners. All nine Magnolia elementary schools meet the 15% and above translation needs as measured by the CA Department of Education. The Magnolia School District percentages range from	+Our District will continue to build relationships between school staff and families of English Learners by ensuring families feel connected to the school and can access a bilingual staff member in-person or over the phone to communicate with on their family questions and/or concerns related to their child. +Having at least one bilingual office staff member ensures that English Learner families receive	+We will conduct a District climate survey during the 2024-25 school year between November 2024 through January 2025. We will monitor the response to the parent statement: "My school provides multiple opportunities for families to engage in two-way

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
	16.85% - 54.99%. All nine of our elementary schools have a Spanish speaking office staff member and one elementary school has a Vietnamese school staff member in addition to support interpreting needs. Through outreach with English Learner parents we learned that having at least one bilingual school office manager and/or assistant provides families with support with home-school communications. We learned that families appreciate this service. This service is meeting the needs of English Learner families as evident in the 2023-24 parent LCAP survey results with 97% (1,694 responses) who strongly agree/agree that their school provides multiple opportunities for families to engage in two-way communication with the school staff in an understandable and accessible language. **Scope:** LEA-wide	important communication in a language that is accessible to them. +These actions are being provided on an Districtwide basis because all English Learner families benefit from having a person that speaks Spanish and Vietnamese (for Disney school) and all nine elementary schools meet the the 15% and above translation needs as measured by the CA Department of Education. The Magnolia School District percentages range from 16.85% - 54.99%.	communication with the school staff in an understandable and accessible language." +Ensure all nine schools are staff with at least one bilingual office staff member.
1.2	**Action:** Office Staff Training **Need:** The California Department of Education's Family Engagement Toolkit provides guidance around family engagement that is based on more than 30 years of research that shows family engagement can lead to improved	+Our District will work with the Orange County Department of Education and other entities to provide school office teams with training to support customer service skills and understanding the needs of low income families. +Our District will continue to build relationships between school staff and low income families. The front office staff are the people many of our	+Monitor District survey data and increase percentage rate: - 91% of parent responses indicate that the school staff builds a trusting and

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
	students outcomes such as attendance, engagement, academic outcomes, social emotional learning, etc, : +Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult. +To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving. Magnolia School District serves approximately 5,000 students with 80.9% designated as low income students. As a result of the research that suggests that students of poverty do not always feel comfortable approaching school staff. A positive school climate provides higher levels of communication, connection, and collaboration and is measured through the CA School Dashboard (Priority 6) and District Surveys. Current District engagement survey data shows that:	families see first. If we do not welcome them or help families feel comfortable then our families may not share or feel safe to divulge challenges or concerns they are facing.	respectful relationship with families. • 93% of parent responses indicate the school creates a welcoming environment for all families in the community.

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
	• 91% of parent responses indicate that the school staff builds a trusting and respectful relationship with families. • 93% of parent responses indicate the school creates a welcoming environment for all families in the community. Through outreach with low income parents, students, and their teachers we learned that many low income families feel welcomed and there is someone they can go to when they need assistance. It is important to our District to continue this service. The Learning Policy Institute published an article October 6, 2020 that stated the social safety net for many low income families is non-existent. As a result, the school system is often the only entity situated to meet the needs of students from families in deep poverty by providing a safe place to ask for help (learningpolicyinstitute.org). **Scope:** LEA-wide		
1.3	**Action:** Bilingual Parent Involvement Liaisons (Spanish and Vietnamese) **Need:**	+Our District will continue to build relationships between school staff and families of English Learners by ensuring families feel connected to the school and can access resources, family services and supports by connecting with their school Parent Involvement Liaison in-person or	+We will conduct a District climate survey during the 2024-25 school year between November 2024 through January 2025. We will monitor the

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
	Magnolia School District serves a total population of approximately 5,000 with 40.2% English Learners. All nine Magnolia elementary schools meet the 15% and above translation needs as measured by the CA Department of Education. The Magnolia School District percentages range from 16.85% - 54.99%. All nine of our elementary schools have a Spanish speaking office staff member and one elementary school has a Vietnamese school staff member in addition to support interpreting needs. Through outreach with English Learner parents we learned that having a Parent Involvement Liaison provides families with support with home-school communications. We learned that families appreciate this service. This service is meeting the needs of English Learner families as evident in the 2023-24 parent LCAP survey results with 97% (1,694 responses) who strongly agree/agree that their school provides multiple opportunities for families to engage in two-way communication with the school staff in an understandable and accessible language. **Scope:** LEA-wide	over the phone to communicate with on their family questions and/or concerns related to their child. +Having a Parent Involvement Liaison ensures that English Learner families receive important communication in a language that is accessible to them. +These actions are being provided on an Districtwide basis because all English Learner families benefit from having a person that speaks Spanish and Vietnamese (for Disney school) and all nine elementary schools meet the the 15% and above translation needs as measured by the CA Department of Education. The Magnolia School District percentages range from 16.85% - 54.99%.	response to the parent statement: "My school provides multiple opportunities for families to engage in two-way communication with the school staff in an understandable and accessible language." +Ensure all nine schools are staff with at least one bilingual office staff member.
1.6	**Action:** Homeless/Foster Youth Liaison	+Project HERO provides a range of services including securing food, clothing, transportation,	+CA School Dashboard Suspension Rate

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
	Need: A Homeless/Foster Youth Liaison provides support to all District families in the Magnolia School District Project HERO (Homeless Education Renewing Opportunities) office which also serves approximately 0.8% Foster Youth. This office provides a range of services including securing food, clothing, transportation, housing assistance, health services, extended learning programs, and financial literacy classes on a regular basis. Due to the increase of support needed for families, an additional site has been designated as a Project HERO site. Through outreach with Homeless and Foster Youth families we learned that many of these families are struggling with housing instability and finding the day-to-day resources to support student achievement. A parent survey was administered and 138 Homeless families responded. 69% of parents reported that they have received assistance from the Project HERO staff with regards to navigating community and educational referrals. 83% of parents reported they were treated with courtesy and respect by the District Project HERO staff. 95% of parents reported they feel supported by their child's school community. 78% of parents reported that the Project HERO program is a valuable service to their family.	housing assistance, health services, extended learning programs, and financial literacy classes. +This service is supported by the research that informs us that when school districts partner with mental health services, our Foster Youth demonstrate higher levels of academic and social-emotional success in schools. +Stabilize families by coordinating with community programs and wrap around programs to support students and families.	+Target Attendance Rate of 96%. +Monitor attendance rates and chronic absenteeism for Foster Youth.

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
	As a result of these survey responses there continues to be a need for a Homeless/Foster Youth Liaison that provides support to families in the MSD Project HERO program and to connect them to services and programs. More specifically, the need is to continue to provide the following specific services/programs: • After school programs • Free breakfast, lunch, supper • School-based counseling and mental health services • School clothing, shoes, and backpacks • Assistance with transportation to school of origin • Access to early childhood education programs (preschool) • Access to nutrition programs and school pantry • Access to SparkPoint in Schools Financial Literacy program • Referrals to community resources (health, medical, housing, etc) **Scope:** LEA-wide		
1.7	**Action:** Health Clerk Services **Need:** Magnolia School District has 80.9% of families experiencing poverty and 0.8% are Foster	+All schools receive at least 7 hours of Health Clerk services to support student health and follow up on attendance issues. +Health Clerks will provide Low Income students and Foster Youth who are experiencing chronic	+Target Attendance Rate of 96%. +Monitor attendance rates and chronic absenteeism

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
	Youth. 27.1% of Foster Youth and 28.5% of Low Income students were chronically absent in comparison to 26.4% of all students who have been identified to be chronically absent on the 2023 Dashboard. Due to an increase in unanswered phone calls and messages, Parent Square messages, and letters home, school staff have to resort to house visits to find out why students are not attending school on a regular basis. Through outreach with Low Income and Foster Youth families we learned that many of these families appreciate the connection with a school staff member, specifically the Health Clerk, that provides support and strategies that assist them in ensuring their child is at school every day. **Scope:** LEA-wide	absenteeism with additional supports and resources such as check-ins and positive reinforcement when they attend school on a regular basis. +This service provides a consistent school staff member making connections with families in order to have a significant impact on the increase of student attendance. +Magnolia School District was recognized with the 2022 California Pivotal Practice (CAPP) Award for the impact of student engagement teams that included Health Clerks as part of this team.	for Low Income students and Foster Youth. +Monitor District parent survey data and increase percentage rates on the following: - 91% of parent responses indicate that the school staff builds a trusting and respectful relationship with families. - 93% of parent responses indicate the school creates a welcoming environment for all families in the community. +Monitor District student survey data and increase percentage rates on the following: - 99% of students report their school has safe

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
			buildings and safe places to play. • 95% of students report school staff members are friendly and helpful. • 98% of students report it is very important for them to attend school every day. • 87% of students report they like to come to school.
1.8	**Action:** Social Worker/Counseling Services **Need:** Magnolia School District has 80.9% of families experiencing poverty and 0.8% are Foster Youth. 27.1% of Foster Youth and 28.5% of Low Income students were chronically absent in comparison to 26.4% of all students who have been identified to be chronically absent on the 2023 Dashboard. 6.3% of Foster Youth were suspended at least one day as compared to 1.1% of all students suspended at least one day. As a result of Differentiated Assistance, an increase of	+A District team of nine social workers will provide mental health services to all nine elementary schools. +This service provides mental health professionals onsite making these connections with families and the goal of this service is to have a significant impact on higher student attendance and lower suspension rates. +Social Workers are part of the Student Attendance and Engagement Team and attend SART and SARB meetings for students on their caseload. They also support with Project HERO (Homeless Education Renewing Opportunities) intakes and help connect families with support to	+Target Attendance Rate of 96%. +Monitor attendance rates and chronic absenteeism for Low Income students and Foster Youth. +Monitor District parent survey data and increase percentage rates on the following:

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
	services will be implemented to address Foster Youth Distriwide including resources and supports to address suspensions. The goal of this action is to decrease the number of Foster Youth being suspended from school and an increase in supports and services provided to ensure Foster Youth do not miss academic, behavioral and social emotional learning due to a suspension. Through outreach with Low Income and Foster Youth families we learned that many of these families appreciate the support with a mental health professional that provides support and strategies that assist them in ensuring their child is at school every day. **Scope:** LEA-wide	ensure their child is attending school on a regular basis. Social Workers also are part of the Home Visit Team when it is necessary to reach out to a family when a student is not attending school on a regular basis. +Social Workers support student behaviors and provide strategies and resources to ensure students stay in school and are not suspended from school. +Magnolia School District was recognized with the 2022 California Pivotal Practice (CAPP) Award for the impact of student engagement teams that included social workers as part of this team. +Provide wrap around and counseling services (Olive Crest) to support students in crisis.	• 91% of parent responses indicate that the school staff builds a trusting and respectful relationship with families. • 93% of parent responses indicate the school creates a welcoming environment for all families in the community. +Monitor District student survey data and increase percentage rates on the following: • 99% of students report their school has safe buildings and safe places to play. • 95% of students report school staff members are friendly and helpful.

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
			98% of students report it is very important for them to attend school every day. 87% of students report they like to come to school.
1.9	**Action:** Behavior Interventionist Services **Need:** Magnolia School District has 80.9% of families experiencing poverty and 0.8% are Foster Youth. The 2023 Dashboard Suspension Rate Indicators shows that Foster Youth received a Red Performance Level (6.3% suspended at least one day) Districtwide. The 2023 Dashboard Suspension Rate Indicators shows that low income students received a Green Performance Level (1.1% suspended at least one day) Districtwide. As a result of Differentiated Assistance, an increase in the number of Behavior Interventionists will be implemented to address Foster Youth Distriwide and the Hispanic subgroup at Disney School who received a Red Performance Level on the 2023 Dashboard in Suspension Rate. **Scope:**	+A District team of Behavior Interventionists are assigned based upon student and program needs at all nine elementary schools. +Provide Low Income students and Foster Youth with immediate access to necessary mental health services. +As a result of Differentiated Assistance, an increase in the number of Behavior Interventionists will be implemented to address Foster Youth Distriwide and the Hispanic subgroup at Disney School who received a Red Performance Level on the 2023 Dashboard in Suspension Rate.	+The goal of this action is to meet the desired outcome on the Suspension Rate indicator on the CA School Dashboard (District will achieve or exceed a "Green" performance level on the California School Dashboard) +and on the Expulsion Rate indicator on the CA School Dashboard (District will maintain a 0 expulsion rate annually.)

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
	LEA-wide		
1.10	**Action:** Attendance Incentive Programs **Need:** As a result of Differentiated Assistance we found that the Two or More Races subgroup received a Red Performance Level in Chronic Absenteeism (2023 Dashboard). As a result of Additional Targeted Support and Improvement (ATSI) status, Juliette Low School of the Arts will monitor chronic absenteeism for all students and specifically the following subgroups who received a Red Performance Level in chronic absenteeism - English Learners, Socioeconomically Disadvantaged, Hispanic, and White. This data led the District to continue to provide all school sites with funding to continue to provide attendance incentive programs. In addition, the GRIP program was added to provide additional support to address chronic absenteeism. The goal of this action is to meet the desired outcome in the Chronic Absenteeism Dashboard metric with a Green Performance Level for all subgroups who received a Red Performance Level on the 2023 Dashboard. **Scope:** LEA-wide	+All schools receive a $1,000 allocation for various attendance incentive programs, including communications, awareness, and recognition programs. +Collaborate and partner with the Gang Reduction and Intervention Partnership (GRIP) to provide students with educational and social emotional learning opportunities to address attendance, academics, and behavior. +Student Attendance Teams will support outreach in ensuring Low Income students and Foster Youth are receiving supports, tools and resources to ensure they are in school every day.	+The following MSD schools will monitor chronic absenteeism for specific subgroups who received a Red Performance Level on the 2023 Dashboard for chronic absenteeism: Salk School: White; Marshall School: All students, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged; Walter School: Homeless; Maxwell School: Student with Disabilities, White; and Robert M. Pyles STEM Academy: All students, Hispanic, Socioeconomically Disadvantaged. +Target Attendance Rate of 96%. +Monitor attendance rates and chronic absenteeism for Low Income students and Foster Youth.

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
			+Monitor District student survey data and increase percentage rates on the following: • 99% of students report their school has safe buildings and safe places to play. • 95% of students report school staff members are friendly and helpful. • 98% of students report it is very important for them to attend school every day. • 87% of students report they like to come to school.
1.11	**Action:** School Positive Behavior Interventions and Supports (PBIS) **Need:**	+All schools receive a $3000 allocation for various PBIS programs/Behavior programs, including communications, program monitoring tools, specific intervention resources and materials, PBIS committee meetings and training, and recognition programs.	+The goal of this action is to meet the desired outcome on the Suspension Rate indicator on the CA School Dashboard (District will

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
	As a result of Differentiated Assistance, Magnolia School District will monitor suspensions for the Foster Youth subgroup. On the 2023 Dashboard, this subgroup received a Red Performance Level on the Suspension Rate Indicator with 6.3% suspended at least one day. Disney School will monitor their Hispanic subgroup who received a Red Performance Level with 1.9% suspended at least one day. The 2023 Dashboard Suspension Rate Indicators shows that low income students received a Green Performance Level (1.1% suspended at least one day) Districtwide.

This action is principally directed to low-income and Foster Youth based on research that shows these two subgroup of students do not always have immediate access to necessary mental health services or positive discipline activities. Magnolia School District has 80.9% of families experiencing poverty and 0.8% are Foster Youth.

Through outreach with Low Income students and Foster Youth we learned that positive behavior incentives and activities are something they look forward to when coming to school.

Scope:
  LEA-wide | +District will monitor all School Plans for Student Achievement to ensure there is a school level plan to provide all Foster Youth and Low Income students with targeted interventions and support to address behaviors that lead to students being suspended from school.

+Disney School will add a specific action/s to their School Plan for Student Achievement to address behaviors that lead to suspensions from school for the Hispanic subgroup of students. | achieve or exceed a "Green" performance level on the California School Dashboard)

+District will maintain a 0 expulsion rate.

+Monitor attendance rates and suspension rates for Low Income students and Foster Youth. |

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
1.12	**Action:** Social-Emotional Learning (SEL)/Anti-Bullying Programs **Need:** As a result of Differentiated Assistance, Magnolia School District will monitor suspensions for Foster Youth subgroup. On the 2023 Dashboard, this subgroup received a Red Performance Level on the Suspension Rate Indicator with 6.3% suspended at least one day. Disney School will monitor their Hispanic subgroup who received a Red Performance Level with 1.9% suspended at least one day. The 2023 Dashboard Suspension Rate Indicators shows that low income students received a Green Performance Level (1.1% suspended at least one day) Districtwide. This action is principally directed to low-income and Foster Youth based on research that shows these two subgroup of students tend to display significantly higher needs in the areas of social-emotional and social-behavioral well-being. Magnolia School District has 80.9% of families experiencing poverty and 0.8% are Foster Youth. Through outreach with Low Income students and Foster Youth we learned that they enjoy and look forward to their time with Elevo coaches. They shared that they make sure they are in attendance on "Elevo Days" and it is highly motivating for them.	+All schools will receive ongoing District support and resources for implementation of site-level SEL program implementation and anti-bullying education. +All schools will partner with Elevo to provide targeted physical education and social-emotional learning lessons that embed the social-emotional competencies to support students. All schools will receive five (5) Elevo coaches to address behaviors that lead to suspensions from school. Every other week all TK-6 grade students participate in 30-minutes of physical activities that are built around the social-emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). +District will monitor all School Plans for Student Achievement to ensure there is a school level plan to provide all Foster Youth with targeted interventions and support and include social-emotional learning activities that may include anti-bullying programs to address behaviors that lead to students being suspended from school. +Disney School will add a specific action/s to their School Plan for Student Achievement to address behaviors that lead to suspensions from school for the Hispanic subgroup of students.	+The goal of this action is to meet the desired outcome on the Suspension Rate indicator on the CA School Dashboard (District will achieve or exceed a "Green" performance level on the California School Dashboard) +District will maintain a 0 expulsion rate. +Monitor attendance rates and suspension rates for Low Income students and Foster Youth.

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: LEA-wide		
2.1	**Action:** Professional Development **Need:** A professional development survey was administered to all certificated and classified staff to gather input on the needs for professional development. The results of this survey indicated that staff would like professional learning in the areas of content specific teaching strategies, student support strategies, technology and communication strategies, and safety and other services. The Association for Supervision and Curriculum Development (ASCD) adds that studies show well-prepared and well-supported teachers are important for all students, but especially for students who come to school with greater needs. This action is principally directed to low-income, English learners, and Foster Youth students based on research that shows equitable access to strong teachers is critical to closing achievement gaps. The Economic Policy Institute (2003) book titled, "Teacher Quality: Understanding the Effectiveness of Teacher Attributes" state that teacher quality matters and it is the most important school-related factor influencing student achievement.	+Comprehensive professional development for teachers that is aligned to research-based and high-quality curriculum, Common Core State Standards, instructional strategies, and assessment practices. +Induction for beginning teachers and PAR for experienced teachers will also be provided. +Professional development content will include programs, services, and strategies specifically designed to meet the needs of English Learners, students with disabilities, students with exceptional needs, Low Income students, and Foster Youth.	The goal of this action is to meet and/or be on track to meet the desired outcomes on all the Goal 2 metrics.

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
	Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 47.31% of students met or exceeded standard; English Learners: 23.02% of students met or exceeded standard; Socio-Economically Disadvantaged: 42.92% of students met or exceeded standard. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.81% of students met or exceeded standard; English Learners: 19.98% of students met or exceeded standard; Socio-Economically Disadvantaged: 36.02% of students met or exceeded standard. SBAC data for Foster Youth is not reported due to the privacy of student data since there are less than 11 students. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal. **Scope:** LEA-wide		
2.2	**Action:** Instructional Practices Coaches **Need:** As a result of Differentiated Assistance, Magnolia School District is addressing specific subgroups of students who received a Red Performance Level on the Academic Indicator or English Learner Progress Indicator on the	+Every school will have an Instructional Practices Coach (IPC) to provide ongoing job-embedded coaching, professional development, and coordination of targeted student intervention programs. +Facilitate Data Dialogue Days four times a year with each grade level at their school.	+CA School Dashboard Academic Indicators in ELA and Math. Goal to achieve the Green Performance Level or higher on both indicators. +Monitor the Academic Indicator on the

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
	2023 Dashboard. District and school data is reflected below using 2023 Dashboard results and the specific activity that will be implemented to address student achievement:

Districtwide Foster Youth scored 83.8 points below standard on the Academic Indicator (ELA) and received a Red Performance Level. As a result of this data all Instructional Practices Coaches will utilize Foster Youth data as part of the Data Dialogues held four times a year for each grade level. Each grade level at each school will ensure they know the Foster Youth in their grade level and include them during Data Dialogue discussions and provide them targeted intervention if they are scoring below grade level. Three (3) Student Achievement Teachers will be added to the three largest schools to address closing the student achievement gap for all students with a priority on Foster Youth.

Walter School Students with Disabilities scored 134.1 points below standard on the Academic Indicator (ELA) and received a Red Performance Level. The Instructional Practices Coach will conduct targeted Data Dialogue sessions with special education teachers to coordinate targeted intervention and support teachers with strategies to differentiate instruction.

Baden-Powell School Students with Disabilities scored 111.9 points below standard on the Academic Indicator (Math) and received a Red Performance Level. The | +Targeted intervention programs and coaching content will include programs, services, and strategies specifically designed to meet the needs of English Learners, students with disabilities, students with exceptional needs, and Low Income students.

+Three Science, Technology, Engineering, Arts, and Mathematics (STEAM) Teachers will be added for the remaining six schools and one STEAM Teacher will support two schools. STEAM Teachers will enhance the academic program at six of the schools to include high-interest, engagging, and targeted lessons for all students with a priority to service students with disabilities at Walter and Baden-Powell school and English Learners at Maxwell School.

+The U.S. Department of Education posted an article by the Arts Education Partnership, "Music Matters: How Music Education Helps Students Learn, Achieve, and Succeed." (2011). The article states the benefits of music include how music education facilitates student academic achievement by improving recall and retention of verbal information; advances math achievement; boosts reading and English Language Arts skills; and improves state assessment scores. The article continues to describe how music education prepares students to learn by helping to develop their basic mental skills and capacities. Music education prepares the brain for achievement, fosters superior working memory and cultivates better thinking skills. | Dashboard for students with disabilities at Walter, Baden-Powell, and Maxwell school.

+Monitor i-Ready reading and math scores for students with disabilities at Walter, Baden-Powell, and Maxwell school. |

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
	Instructional Practices Coach will conduct targeted Data Dialogue sessions with special education teachers to coordinate targeted intervention and support teachers with strategies to differentiate instruction. Maxwell School 42.1% of all English Learners are making progress towards English proficiency which is a decline of 23.3% from the previous year and received Red Performance Level on the English Learner Progress Indicator (ELPI). As a result of this data the Instructional Practices Coach will utilize English Learner data as part of the Data Dialogues held four times a year for each grade level. Each grade level at each school will ensure they know and understand the ELPI and ELPAC data for each of their English Learners in their grade level and include them during Data Dialogue discussions and provide them targeted intervention if they are scoring below grade level. Through outreach with District and school parent and staff advisory groups we learned that having a coach is extremely supportive for teachers as they navigate student data and District initiatives and implementing these practices into their classrooms. **Scope:** LEA-wide		

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
2.3	**Action:** Programs and Assessment Personnel **Need:** Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Districtwide Data: Overall: 47.31% met or exceeded standards, with overall performance level of "Orange" on the California School Dashboard; English Learners: 23.02% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard; Socio-Economically Disadvantaged: 42.92% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard; Students with Disabilities: 19.40% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard; Walter School Data: Students with Disabilities: 1.85% met or exceeded standards, with a "Red" Performance Level on the California School Dashboard. Through outreach with District and school parent and staff advisory groups we learned that the tools and resources that are provided by the assessment team help support with staff with data analysis and for parents the	+A District Programs and Assessment Team will provide ongoing support for administration and analysis of student assessments and related data reporting. Disaggregated student performance reports will be shared and analyzed with school-level teams in order to identify needs of student subgroups. +This action is principally directed to low-income and English learner students based on research that shows having a better understanding of the educational experiences of students with greater needs is necessary to improve services and support to increase student achievement. +Assessment personnel will prioritize supporting schools with data and reports to ensure school-level teams have the most updated information to support and design services for students who are not meeting grade level expectations.	+CA School Dashboard Academic Indicators in ELA and Math. Goal to achieve the Green Performance Level or higher on both indicators. +Monitor the Dashboard Academic Indicator for Low Income and English Learner students. +Monitor the i-Ready reading and math scores for Low Income and English Learner students.

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
	parent-friendly reports on their child's progress assist them in understanding where their child is at on their academic journey. **Scope:** LEA-wide		
2.4	**Action:** Student Assessment and Data Management System **Need:** Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 47.89% of students met or exceeded standard; English Learners: 61.71% of students met or exceeded standard; Socio-Economically Disadvantaged: 44.46% of students met or exceeded standard. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 39.18% of students met or exceeded standard; English Learners: 49.13% of students met or exceeded standard; Socio-Economically Disadvantaged: 35.68% of students met or exceeded standard. This action is principally directed to Low Income and English Learner students based on research that shows having a better	+A comprehensive platform for student assessment and data management will be purchased each year to ensure that student performance data is adequately collected, reported, and analyzed on a regular basis. +This data is utilized when Instructional Practices Coaches facilitate Data Dialogue Days (Goal 2.2) with all teachers four times a year. Teachers use this platform to look at their student data that includes state and local data and work with their Instructional Practices Coach to design intervention groups to support student achievement. +Provide an additional feature (Educlimber) that will collect and disaggregate student data to monitor growth of unduplicated student groups, students with disabilities, and students with exceptional needs. +The Educlimber platform will provide a digital platform for all documents related to the MSD Response to Intervention program including a digital Academic Intervention Plan template and the Student Success Team template. Teachers will be able to access these documents through	+CA School Dashboard Academic Indicators in ELA and Math. Goal to achieve the Green Performance Level or higher on both indicators. +Monitor the Dashboard Academic Indicator for Low Income and English Learner students. +Monitor the i-Ready reading and math scores for Low Income and English Learner students.

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
	understanding of the educational experiences of students with greater needs is necessary to improve services and support to increase student achievement. Through outreach with instructional staff we learned that having a comprehensive data platform that manages all student academic, attendance, and behavioral data provides instructional staff with easy-to-use tools that assists them with lesson planning and report card grading. **Scope:** LEA-wide	this platform and each year the student's history is documented and the following teacher can continue to provide support for the student and see the interventions that the student has participated in so far.	
2.5	**Action:** Music Teachers **Need:** Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal. Embedding music classes during the instructional day as an enrichment opportunity provides access to low-income students and supports higher on the Academic Indicator. On the 2023 Dashboard, low-income students achieved an Orange Performance Level on the ELA Academic State indicator. Researchers at the Auditory Neuroscience Lab at Northwestern University publish a report that detailed how music lesson can help at-risk	+Three (3) additional music teachers and a 0.2 teacher, who will work one-day a week, for a total of 7.2 music teachers will provide music instruction to all students in grades TK - 6th grade for approximately 30 minutes a week. +This increase will provide all students with additional music throughout the school year. +One music teacher will work one-day a week and release the music lead teacher to provide support to all music teachers with modeling lessons, creating support documents for the music program, assist in the coordination of materials and supplies for the music program, and support and monitor Low Income students in the program.	+CA School Dashboard Academic Indicators in ELA and Math. Goal to achieve the Green Performance Level or higher on both indicators. +Monitor the Dashboard Academic Indicator for Low Income and English Learner students. +Monitor the i-Ready reading and math scores for Low Income and English Learner students

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
	and Low Income student maintain their ability to read at grade level. The study, Longitudinal Effects of Group Music Instruction on Literacy Skills in Low Income Children (Slater et al., 2014), found that teaching children how to play an instrument enhances many essential literacy skills, such as developing an ear for rhythm and enriching the complexity and diversity of sounds which is an important path to reading. Through outreach with Low Income students and families we learned that music instruction is considered a vital part of their education and through a District survey 97% of students indicate they participate in music at school. **Scope:** LEA-wide	+Add a second Band Program will be implemented to provide more access and opportunity to Low Income instruments so they may gain skills they can utilize when attending middle and high school. +Add a Choir Program will be implemented to support low-income students and provide them the exposure to more VAPA experiences they can utilize when attending middle and high school.	
2.7	**Action:** Sixth Grade Outdoor Science School **Need:** Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal. Providing the opportunity for low-income students to attend Outdoor Science School/Camp provides access to an outdoor science experience they may not be able to afford outside of school.	+Outdoor Science Camp costs will be covered for all sixth grade students in order to provide them with access to this educational enrichment opportunity. +All sixth grade students will attend a three day science camp with their school and classmates. +Outdoor science camp includes activities that are standards-based and hands-on. These activities will support 6th grade NGSS science standards and provide students with real-life science experience that will ultimately support them on the California Science Assessment.	+The goal of this action is to meet the desired outcomes on the Academic State Indicator on the CA School Dashboard as reflected in the metric outcomes for this goal - which states all socio-economically disadvantaged students will increase Performance Level to Green or higher on the Dashboard.

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
	The Journal of Youth Development confirmed that due to financial constraints, not all youth, especially those from low income backgrounds, have equal opportunities to attend camps such as science or STEM in their volume 18 issue 1 of "The Lasting Benefits of Multi Year Camp Programming for Youth from Low Income Backgrounds (Povilaitis et al., 2023). This action is principally directed to Low Income students based on the research that students of poverty often do not have the monetary resources to participate in science camps. Through outreach with Low Income students and families we learned that many families experience financial hardship and it is challenging to fundraise for the science camp fees. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard and California Science Test (CAST) as reflected in the metric outcomes for this goal. **Scope:** LEA-wide		Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 47.89% of students met or exceeded standard; Socio-Economically Disadvantaged: 44.46% of students met or exceeded standard; A highlight is that sixth grade students scored 51.48% met or exceeded standard. We will continue to monitor that science camp continues to have a positive impact on sixth graders. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 39.18% of students met or exceeded standard; Socio-Economically Disadvantaged: 35.68% of students met or exceeded standard.

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
			A highlight is that sixth grade students scored slightly above with 39.53% met or exceeded standard. We will continue to monitor that science camp continues to have a positive impact on sixth graders. Monitor the California Science Assessment (CAST). Current sixth graders scored a 28.71% met or exceeded on the 2023 CAST. A new science adoption was implemented for the 2023-24 school year. The goal is to increase the 2024 CAST met or exceeded scores.
2.8	**Action:** Library Services **Need:** Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal.The American Association of School Librarians (AASL) did a study on the positive impacts school libraries have on students of poverty. The research indicates that adequate school	+All schools will receive library services to ensure student access to high-quality reading materials at school and at home. Many Low Income students to not have access to the public library after school hours for various reasons. Students are able to go to their school library with their class once a week and can also choose to go to the library during their recess and lunch. They also use the library to check out books for the Accelerated Reader (AR) quizzes where they earn points for	+CA School Dashboard Academic Indicators in ELA and Math. Goal to achieve the Green Performance Level or higher on both indicators. +Monitor the Dashboard Academic Indicator for Low Income students.

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
	libraries and library staff are essential to leveling the playing field for students of poverty and the resources provided are essential to helping low-income students increase achievement. Through outreach with Low Income students and families we learned that many students go to Expanded Learning after school and stay until 6:00 PM and do not have access to the library after hours. This action is principally directed to low-income students based on their need to increase their reading scores. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 47.31% of students met or exceeded standard as compared to Socio-Economically Disadvantaged: 42.92% of students met or exceeded standard. On the i-Ready reading assessment there continues to be a discrepancy between all students and Low Income students. On Diagnostic number 3, 49% of all students scored in the on grade level as compared to 42% of Low Income students scoring on grade level. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal and to close the achievement gap on the i-Ready assessment. **Scope:** LEA-wide	incentives. Each school awards the student with the highest AR points at a Board meeting in June. +Each school will have a Library Media Clerk to provide library access to all TK-6 grade students. +This action is principally directed to low-income students who do not always have the immediate literacy resources and supports to help them with their academic and social reading needs.	+Monitor the i-Ready reading and math scores for Low Income students.

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
2.9	**Action:** College and Career Readiness (CCR) Programs **Need:** Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal. The National Center for Education Statistics reported that Low Income students do not always possess a good foundation of education ability and often do not have the organizational skills to prepare their long-term college and career goals. Through outreach with families of Low Income students we learned they want access to college and career readiness programs to support their child's journey with a positive mindset on being college or career bound. On the District parent needs assessment, 93% of parent reported that their child receives strong, standards-based, academic instruction and 96% of parents reported that their school communicates the importance of attending school every day. These data points highlight the importance of school and the impact it has on students being college and career ready. This action is principally directed to low-income students based on their need to increase their reading and math scores in order to be college and career ready. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 47.31% of students met or exceeded	+Every school will receive $1000 for College and Career Readiness resources and activities, including student success skills materials (student planners and binders), career exploration programs, college awareness events, partnership programs with local colleges, and other opportunities as available. +This action is principally directed to Low Income, who often lack the guidance and support necessary to have college and career mindsets. Students are taught executive functioning skills that are necessary to be college and career ready for example upper grade students receive agendas where they track their homework and assignments. All students utilize binders to track their quizzes and assessments and set goals and targets for benchmark unit assessments, i-Ready assessments, and classroom quizzes.	+CA School Dashboard Academic Indicators in ELA and Math. Goal to achieve the Green Performance Level or higher on both indicators. +Monitor the Dashboard Academic Indicator for Low Income students. +Monitor the i-Ready reading and math scores for Low Income students.

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
	standard as compared to Socio-Economically Disadvantaged: 42.92% of students met or exceeded standard. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.81% of students met or exceeded standard as compared to Socio-Economically Disadvantaged: 36.02% of students met or exceeded standard. On the i-Ready reading assessment there continues to be a discrepancy between all students and Low Income students. On Diagnostic number three for reading, 49% of all students scored in the on grade level as compared to 42% of Low Income students scoring on grade level. On Diagnostic number three for math, 42% of all students scored in the on grade level as compared to 36% of Low Income students scoring on grade level.The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal and to close the achievement gap on the i-Ready assessment. **Scope:** LEA-wide		
2.10	**Action:** School Multi-Tiered System of Supports(MTSS)/Data Dialogue Days **Need:**	+Four Multi-Tiered System of Supports(MTSS)/Data Dialogue Days will be provided to each classroom teacher to analyze student performance data and engage in collaborative team planning for instruction and interventions. Planning focus areas will include	+CA School Dashboard Academic Indicators in ELA and Math. Goal to achieve the Green Performance Level or higher on both indicators.

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
	As a result of Differentiated Assistance and subgroups who received a Red Performance Level, the following actions are specific in addressing student achievement for these specific subgroups. Walter School Students with Disabilities scored 134.1 points below standard on the Academic Indicator (ELA) and received a Red Performance Level. Baden-Powell School Students with Disabilities scored 111.9 points below standard on the Academic Indicator (Math) and received a Red Performance Level. Maxwell School 42.1% of all English Learners are making progress towards English proficiency which is a decline of 23.3% from the previous year and received Red Performance Level on the English Learner Progress Indicator (ELPI). Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 47.31% of students met or exceeded standard; English Learners: 23.02% of students met or exceeded standard; Socio-Economically Disadvantaged: 42.92% of students met or exceeded standard. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.81% of students met or exceeded standard; English Learners: 19.98% of students met or exceeded standard; Socio-Economically Disadvantaged: 36.02% of	programs, services, and strategies specifically designed to meet the needs of English Learners, students with disabilities, students with exceptional needs, low-income students, and Foster Youth. +Districtwide substitute teachers will be implemented to provide teacher release opportunities Each grade level at each school will ensure they know the Foster Youth in their grade level and include them during Data Dialogue discussions and provide them targeted intervention if they are scoring below grade level. +Walter School: The Instructional Practices Coach will conduct targeted Data Dialogue sessions with special education teachers to coordinate targeted intervention and support teachers with strategies to differentiate instruction. This action will provide substitute teachers to release grade level teachers to discuss targeted subgroup data and develop strategic instructional plans to implement throughout the school year. +Baden-Powell School: The Instructional Practices Coach will conduct targeted Data Dialogue sessions with special education teachers to coordinate targeted intervention and support teachers with strategies to differentiate instruction. to discuss targeted subgroup data and develop strategic instructional plans to implement throughout the school year. +Maxwell School: As a result of this data the Instructional Practices Coach will utilize English Learner data as part of the Data Dialogues held four times a year for each grade level. Each grade	+Monitor the Academic Indicator on the Dashboard for specified subgroups at Walter, Baden-Powell, and Maxwell school. +Monitor i-Ready reading and math scores for specified subgroups at Walter, Baden-Powell, and Maxwell school.

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
	students met or exceeded standard. SBAC data for Foster Youth is not reported due to the privacy of student data since there are less than 11 students. Through outreach with instructional staff 73% reported that all student subgroups are receiving the support they need to work toward mastering grade level standards. The importance of having Data Dialogue Days to ensure instructional staff have time to analyze data is critical. **Scope:** LEA-wide	level at each school will ensure they know and understand the ELPI and ELPAC data for each of their English Learners in their grade level and include them during Data Dialogue discussions and provide them targeted intervention if they are scoring below grade level to discuss targeted subgroup data and develop strategic instructional plans to implement throughout the school year. +Specialized collaboration days will also be conducted with staff members to further analyze the needs of students with disabilities and to leverage all school and District resources to ensure that their specific needs are addressed in both general education and special education classrooms and activities. +This action is principally directed to low-income, English learners, and Foster Youth students based on research that shows having a better understanding of the educational experiences of students with greater needs is necessary to improve services and support to increase student achievement. +The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal.	
2.13	**Action:** Summer Academy **Need:** Data continues to show an achievement gap in ELA based on the state assessment (SBAC):	+Summer Academy will be provided to accelerate and extend learning for English learners, Low Income students, Foster Youth, Students with Disabilities, and other at-risk students as needed. This action is principally directed to low-income students, English learners, and Foster Youth to	+CA School Dashboard Academic Indicators in ELA and Math. Goal to achieve the Green Performance Level or higher on both indicators.

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
	Overall: 47.31% of students met or exceeded standard; English Learners: 23.02% of students met or exceeded standard; Socio-Economically Disadvantaged: 42.92% of students met or exceeded standard. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.81% of students met or exceeded standard. English Learners: 19.98% of students met or exceeded standard. Socio-Economically Disadvantaged: 36.02% of students met or exceeded standard. SBAC data for Foster Youth is not reported due to the privacy of student data since there are less than 11 students. The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal.

As a result of Differentiated Assistance and subgroups receiving a Red Performance Level on the 2023 Dashboard, the following subgroups will be prioritized to attend Summer Academy:
+Districtwide - all Foster Youth
+Walter School - Students with Disabilities
+Baden-Powell School - Students with Disabilities
+Maxwell School - English Learners

Through outreach with instructional staff 73% reported that all student subgroups are receiving the support they need to work toward mastering grade level standards. The importance of having Summer Academy for all | prevent summer learning loss. Research shows that children experience learning loss when they do not engage in educational activities during the summer. This summer learning loss is cumulative and research has shown low-income, English learners, and Foster Youth students to be nearly three grade equivalents behind their more affluent peers in reading by the end of the fifth grade. | +Monitor the Academic Indicator on the Dashboard for specified subgroups at Walter, Baden-Powell, and Maxwell school.

+Monitor i-Ready reading and math scores for specified subgroups at Walter, Baden-Powell, and Maxwell school.

+Monitor Summer Academy pre- and post assessments for Low Income, Foster Youth and English Learner students.

+Monitor Summer Academy pre- and post assessments for specified subgroups at Walter, Baden-Powell, and Maxwell school. |

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
	students provides access to students who may experience summer learning loss. **Scope:** 　LEA-wide		
2.14	**Action:** School-level services for English Learners and Long-Term English Learners:　Impact Teachers, Supplemental Programs, Intervention Materials **Need:** As a result of Differentiated Assistance and any subgroup that receives a Red Performance Level on the 2023 Dashboard, specific actions will be developed to address student achievement. Maxwell School has 42.1% of all English Learners making progress towards English proficiency which is a decline of 23.3% from the previous year and received Red Performance Level on the English Learner Progress Indicator (ELPI). There is an achievement gap between English Learner, LTEL and students at-risk of becoming LTEL as compared to all students on the California Assessment of Student Performance and Progress (CAASPP) in ELA. 47.31% of all students met or exceeded standard for ELA as compared to:	+All schools will receive an allocation based upon English Learner enrollment to provide targeted programs and services administered by Impact teachers and other support staff as outlined in each School Plan for Student Achievement (SPSA) anchored in the English Language Arts/English Language Development State Standards. + Impact Teachers will utilize English Learner data provide targeted intervention to support the development of English Language proficiency. +Targeted supplemental support for English Learners, LTEL, and students at-risk of becoming LTEL will be provided by Impact Teachers in the areas of English Language Arts. +This action is principally directed to English learners to continue to support their academic language development. The English Language Progress Indicator 2023 Dashboard results show that 23.17% are Proficient (Level 4/Well Developed);　41.57% Level 3 (Moderately Developed); 23.91% Level 2 (Somewhat Developed); 11.35% Level 1 (Minimally	ELPI Increase ELs making at least one performance level of growth in English proficiency by 10.0% Maintain Green Performance Level status or higher (Blue). RFEP 2026-27 results will increase 25%. ELPAC (2025-26): Increase Level 4 and Level 3 by 15%; decrease Level 2 and Level 1 by 15%. CAASPP Increase met or exceeded standard from ELA by 25% for English Learner, LTEL

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
	English Learners - 23.02% met or exceeded standard in ELA LTEL - 11.27% met or exceeded standard in ELA; Students at-risk of becoming LTEL - 14.45% met or exceeded standard in ELA. Through outreach with instructional staff 73% reported that all student subgroups are receiving the support they need to work toward mastering grade level standards. The importance of having Impact Teachers for English Learners and Long-Term English Learners will help support targeted instruction to increase student achievement. **Scope:** LEA-wide	Developed). English Learners have shown progress based on the 2023 Dashboard English Language Progress Indicator that illustrates 62.5% of ELs made at least one performance level of growth in English proficiency. This data results in a Green Performance Level Districtwide.	and students at-risk of becoming LTEL
3.2	**Action:** Student Devices and Peripherals/Network **Need:** Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal. Research suggests that providing low-income students with devices to access 21st Century learning skills provides them long-term skills they will need to achieve college and career goals.	+Chromebooks and peripherals (chargers, headphones, mice, etc.) are purchased for every student on a four-phase purchasing schedule. +A high-speed digital internet connection is maintained district-wide to ensure continuous connectivity in all classrooms. +This action is principally directed to Low Income students who tend to have limited access to high-quality technology and 21st Century learning.	The desired outcome for this goal is to meet the Technology Maintenance Records and Usage Reports metric established for this goal.

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
	The American University School of Education in Washington DC wrote in their December 15, 2020 article titled, "Understanding the Digital Divide in Education," that Low Income students and families experience the digital divide in education and one of the outcomes from less access to digital technology is having less access to information that will advance their education. In addition, a report from the Public Policy Institute of California (Achieving Digital Equity for California's Students, 2021) found that Low Income households are 20.2% less likely than high-income households to have reliable internet access. Through outreach with Low Income students we learned that 99% of students use technology as part of their learning at school and 99% of students report their school provides them a chromebook device at school. **Scope:** LEA-wide		
3.3	**Action:** Classroom Presentation Technology **Need:** Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal.	+Interactive whiteboards/LED screens are updated and serviced on a maintenance schedule to ensure that all classrooms have equipment necessary for 21st Century lesson delivery. +Ensuring that technology is on a rotating cycle to be upgraded and updated allows for the	The desired outcome for this goal is to meet the Technology Maintenance Records and Usage Reports metric established for this goal.

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
	This action is principally directed to low-income students based on their need to increase their reading and math scores in order to be college and career ready. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 47.31% of students met or exceeded standard as compared to Socio-Economically Disadvantaged: 42.92% of students met or exceeded standard. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.81% of students met or exceeded standard as compared to Socio-Economically Disadvantaged: 36.02% of students met or exceeded standard. On the i-Ready reading assessment there continues to be a discrepancy between all students and Low Income students. On Diagnostic number three for reading, 49% of all students scored in the on grade level as compared to 42% of Low Income students scoring on grade level. On Diagnostic number three for math, 42% of all students scored in the on grade level as compared to 36% of Low Income students scoring on grade level.The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal and to close the achievement gap on the i-Ready assessment. The integration of technology has a direct impact on low-income students and increases student engagement, access, and academic achievement.	instructional staff to use the most updated version of technology without any timing gaps. +This action is principally directed to low-income students to provide 21st Century learning environments with the most up-to-date technology for a high quality instruction and educational experience.	

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
	An Edutopia article titled, "Why Do We Need Technology Integration," (2007) states that effective technology integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. It must support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experiences. Through outreach with teachers and staff of Low Income students we learned that interactive white boards/LED screens provide students the digital tools to access 21st Century skills. Updated technology provides the opportunity to implement high-quality lessons for students. Through outreach with students and parents, 99% of students reported that they use technology as part of their learning at school and 91% of parents reported that their child has access to technology at school. **Scope:** LEA-wide		
3.4	**Action:** District Technology Personnel/Infrastructure **Need:**	+A District technology team provides ongoing support for students and families via a help desk process and administration of hotspots/infrastructure.	The desired outcome for this goal is to meet the Technology Maintenance Records and Usage

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
	Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal. The integration of technology has a direct impact on low-income students and increases student engagement, access, and academic achievement. Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal. Research suggests that providing low-income students with devices to access 21st Century learning skills provides them long-term skills they will need to achieve college and career goals. This action is principally directed to low-income students based on their need to increase their reading and math scores in order to be college and career ready. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 47.31% of students met or exceeded standard as compared to Socio-Economically Disadvantaged: 42.92% of students met or exceeded standard. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.81% of students met or exceeded standard as compared to Socio-Economically Disadvantaged: 36.02% of students met or exceeded standard. On the i-Ready reading assessment there continues to be a discrepancy between all students and Low Income students. On Diagnostic number three	+Infrastructure costs include equipment and services necessary for connectivity. A Science, Technology, Engineering, Arts, Mathematics (STEAM) Technician will be added to support activities related to STEAM. +This action is principally directed to low-income, English Learners, and Foster Youth students who tend to not have access to immediate support with technology and connectivity needs.	Reports metric established for this goal.

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
	for reading, 49% of all students scored in the on grade level as compared to 42% of Low Income students scoring on grade level. On Diagnostic number three for math, 42% of all students scored in the on grade level as compared to 36% of Low Income students scoring on grade level.The goal of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for this goal and to close the achievement gap on the i-Ready assessment. The American University School of Education in Washington DC wrote in their December 15, 2020 article titled, "Understanding the Digital Divide in Education," that Low Income students and families experience the digital divide in education and one of the outcomes from less access to digital technology is having less access to information that will advance their education. In addition, a report from the Public Policy Institute of California (Achieving Digital Equity for California's Students, 2021) found that Low Income households are 20.2% less likely than high-income households to have reliable internet access. Through outreach with Low Income students we learned that 99% of students use technology as part of their learning at school and 99% of students report their school provides them a chromebook device at school.		

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: LEA-wide		
3.5	**Action:** Campus/Playground Supervision; Increased Access and Safety on Playgrounds **Need:** Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal and 0.8% Foster Youth. This action is principally directed to low-income students and Foster Youth who may not always feel connected to school and can benefit from additional staff that can support them during recess and lunch breaks and before and after school by implementing strategies that can help students feel connected and ultimately feel successful in school. Research suggests that feeling safe and connected supports student learning. Through outreach with Low Income students and Foster Youth we learned that student climate survey data indicates that 82% of students report they feel comfortable going to a staff member at school when they have a problem; 87% of students report that if they feel sad or worried, they know who to go to for help. This action will also provide upgrades to 1st through 6th grade playgrounds. The National Library of Medicine published a study in July	+Staff will be provided for campus/playground supervision, including Expanded Learning staff, to ensure student safety on campus before school, after school, and during recess and lunch breaks. +This action will also provide upgrades to all nine elementary 1st through 6th grade playgrounds.	District school climate survey CA School Dashboard Suspension Rate Indicator

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
	2022 where they found that playgrounds are areas where school children feel like they can roam free and how playgrounds provide many learning opportunities through different types of play. The study also focused on the importance of safety and to upgrade equipment to minimize injuries. Through outreach with Low Income students and Foster Youth we learned that 99% of students report their school has safe buildings and safe places to play; 97% of students report their school has areas that meet their needs (classroom, library, playground, cafeteria). It is important to continue to maintain this level of security and safety by upgrading all 1st through 6th grade playgrounds. Kindergarten playgrounds were upgraded through another grant. **Scope:** LEA-wide		
3.6	**Action:** Grade Span Adjustment Staffing **Need:** Magnolia School District has 80.9% of families experiencing poverty based on students who qualify for a free or reduced priced meal. Low income students continue to score slightly below the overall district average. Data continues to show an achievement gap in ELA based on the state assessment (SBAC):	+Class sizes are based on state and federal laws and labor agreements. +This action is principally directed to Low Income students to provide increased opportunities for small group and targeted instruction in the areas of reading and math.	+CA School Dashboard Academic Indicators in ELA and Math. Goal to achieve the Green Performance Level or higher on both indicators. +Monitor the Dashboard Academic Indicator for Low Income and English Learner students.

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
	Overall: 47.31% of students met or exceeded standard and Socio-Economically Disadvantaged: 42.92% of students met or exceeded standard. Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.81% of students met or exceeded standard and Socio-Economically Disadvantaged: 36.02% of students met or exceeded standard. Through outreach with instructional staff of Low Income students and parent advisory groups we learned that there is a strong belief in providing students who experience poverty and are at-risk of not meeting grade level expectations benefit from small group instruction. **Scope:** LEA-wide		+Monitor the i-Ready reading and math scores for Low Income and English Learner students.
3.7	**Action:** Site Custodial and Maintenance Staff **Need:** This action is principally directed to low-income students to provide learning environments that support a positive and engaging learning atmosphere. District student climate survey data indicates that 99% of students report their school has safe buildings and safe places to play; 97% of students report their school has areas that	+Additional site custodial and maintenance positions ensure adequate cleaning beyond the school day for supplementary programs and services. +A study conducted by the Center for Facilities Research found a correlation between the cleanliness of school facilities and students' academic achievements.	+The goals of this action is to meet the desired outcomes on the Academic State indicator on the CA School Dashboard as reflected in the metric outcomes for Goal 2 and maintain a record of "No Deficiencies" on SARC reports in the area of District facilities maintained and in good repair.

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
	meet their needs (classroom, library, playground, cafeteria). 82% of students report they feel comfortable going to a staff member at school when they have a problem and 87% of students report that if they feel sad or worried, they know who to go to for help. **Scope:** LEA-wide		+Monitor climate survey data.

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.

N/A

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.

All nine elementary school sites have a high concentration of unduplicated students. Class sizes will be maintained as aligned with Grade Span Adjustment staffing agreement of no more than 24 students in grades TK-3, with the intention of providing smaller class sizes to support differentiated instruction for our youngest scholars and additional upper grade teachers were added to support smaller class sizes for upper grade students. Additional site custodial and maintenance positions ensure adequate cleaning beyond the school day for supplementary programs and services. A study conducted by the Center for Facilities Research found a correlation between the cleanliness of school facilities and students' academic achievements.

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	0	27.2 to 1
Staff-to-student ratio of certificated staff providing direct services to students	0	22.4 to 1

2024-25 Total 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	51,520,873	18,467,786	35.845%	0.000%	35.845%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$24,291,624.00	$2,924,779.00		$1,561,449.00	$28,777,852.00	$22,068,535.00	$6,709,317.00

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	School Office Support	English Learners	Yes	LEA-wide	English Learners	All Schools		$983,940.00	$0.00	$983,940.00	$0.00	$0.00	$0.00	$983,940.00	
1	1.2	Office Staff Training	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$7,000.00	$7,000.00	$0.00	$0.00	$0.00	$7,000.00	
1	1.3	Bilingual Parent Involvement Liaisons (Spanish and Vietnamese)	English Learners	Yes	LEA-wide	English Learners	All Schools		$565,172.00	$0.00	$459,202.00	$105,970.00	$0.00	$0.00	$565,172.00	
1	1.4	Parent Involvement Programs	All	No			All Schools		$0.00	$32,100.00	$0.00	$0.00	$0.00	$32,100.00	$32,100.00	
1	1.5	Parent Education Childcare	All	No			All Schools		$10,700.00	$0.00	$0.00	$0.00	$0.00	$10,700.00	$10,700.00	
1	1.6	Homeless/Foster Youth Liaison	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools		$159,137.00	$0.00	$123,798.00	$7,572.00	$0.00	$27,767.00	$159,137.00	
1	1.7	Health Clerk Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$897,449.00	$0.00	$897,449.00	$0.00	$0.00	$0.00	$897,449.00	
1	1.8	Social Worker/Counseling Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$1,471,555.00	$0.00	$1,231,555.00	$240,000.00	$0.00	$0.00	$1,471,555.00	
1	1.9	Behavior Interventionist Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$1,050,457.00	$0.00	$1,050,457.00	$0.00	$0.00	$0.00	$1,050,457.00	
1	1.10	Attendance Incentive Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$39,000.00	$39,000.00	$0.00	$0.00	$0.00	$39,000.00	
1	1.11	School Positive Behavior Interventions and Supports (PBIS)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$0.00	$27,000.00	$27,000.00	$0.00	$0.00	$0.00	$27,000.00	
1	1.12	Social-Emotional Learning (SEL)/Anti-Bullying Programs	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$0.00	$519,000.00	$13,000.00	$506,000.00	$0.00	$0.00	$519,000.00	

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
2	2.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$97,925.00	$67,925.00	$30,000.00	$67,925.00	$0.00	$67,925.00	$165,850.00	
2	2.2	Instructional Practices Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,446,346.00	$0.00	$1,481,346.00	$965,000.00	$0.00	$0.00	$2,446,346.00	
2	2.3	Programs and Assessment Personnel	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$229,580.00	$0.00	$229,580.00	$0.00	$0.00	$0.00	$229,580.00	
2	2.4	Student Assessment and Data Management System	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$67,620.00	$67,620.00	$0.00	$0.00	$0.00	$67,620.00	
2	2.5	Music Teachers	Low Income	Yes	LEA-wide	Low Income	All Schools		$907,435.00	$0.00	$595,035.00	$312,400.00	$0.00	$0.00	$907,435.00	
2	2.6	Arts Education Programs	All	No			All Schools		$0.00	$200,000.00	$0.00	$180,000.00	$0.00	$20,000.00	$200,000.00	
2	2.7	Sixth Grade Outdoor Science School	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$450,000.00	$450,000.00	$0.00	$0.00	$0.00	$450,000.00	
2	2.8	Library Services	Low Income	Yes	LEA-wide	Low Income	All Schools		$793,207.00	$0.00	$793,207.00	$0.00	$0.00	$0.00	$793,207.00	
2	2.9	College and Career Readiness (CCR) Programs	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$9,000.00	$9,000.00	$0.00	$0.00	$0.00	$9,000.00	
2	2.10	School Multi-Tiered System of Supports(MTSS)/Data Dialogue Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$200,000.00	$0.00	$150,000.00	$50,000.00	$0.00	$0.00	$200,000.00	
2	2.11	After-School Intervention Programs	All	No			All Schools		$156,648.00	$0.00	$0.00	$156,648.00	$0.00	$0.00	$156,648.00	
2	2.12	Special Education Coordinator	Students with Disabilities	No			All Schools		$312,117.00	$0.00	$312,117.00	$0.00	$0.00	$0.00	$312,117.00	
2	2.13	Summer Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,000,000.00	$0.00	$1,000,000.00	$0.00	$0.00	$0.00	$1,000,000.00	
2	2.14	School-level services for English Learners and Long-Term English Learners: Impact Teachers, Supplemental	English Learners	Yes	LEA-wide	English Learners	All Schools		$1,928,231.00	$200,000.00	$525,274.00	$200,000.00	$0.00	$1,402,957.00	$2,128,231.00	

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
		Programs, Intervention Materials														
3	3.1	Standards-Aligned Textbooks and Materials	All	No			All Schools		$0.00	$500,000.00	$500,000.00	$0.00	$0.00	$0.00	$500,000.00	
3	3.2	Student Devices and Peripherals/Network	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$1,000,000.00	$1,000,000.00	$0.00	$0.00	$0.00	$1,000,000.00	
3	3.3	Classroom Presentation Technology	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$545,672.00	$545,672.00	$0.00	$0.00	$0.00	$545,672.00	
3	3.4	District Technology Personnel/Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,111,308.00	$0.00	$1,023,044.00	$88,264.00	$0.00	$0.00	$1,111,308.00	
3	3.5	Campus/Playground Supervision; Increased Access and Safety on Playgrounds	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$1,508,477.00	$3,000,000.00	$4,508,477.00	$0.00	$0.00	$0.00	$4,508,477.00	
3	3.6	Grade Span Adjustment Staffing	Low Income	Yes	LEA-wide	Low Income	All Schools		$5,127,734.00	$0.00	$5,127,734.00	$0.00	$0.00	$0.00	$5,127,734.00	
3	3.7	Site Custodial and Maintenance Staff	Low Income	Yes	LEA-wide	Low Income	All Schools		$1,111,117.00	$0.00	$1,111,117.00	$0.00	$0.00	$0.00	$1,111,117.00	
4	4.1	Saturday Academy	All	No			All Schools		$0.00	$45,000.00	$0.00	$45,000.00	$0.00	$0.00	$45,000.00	
4	4.2	Student Attendance Review Board (SARB)	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.3	Student and Attendance Engagement Teams	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.4	Attendance Handbook	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2024-25 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
51,520,873	18,467,786	35.845%	0.000%	35.845%	$23,479,507.00	0.000%	45.573 %	**Total:**	$23,479,507.00
								LEA-wide Total:	$23,479,507.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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	1.1	School Office Support	Yes	LEA-wide	English Learners	All Schools	$983,940.00	
1	1.2	Office Staff Training	Yes	LEA-wide	Low Income	All Schools	$7,000.00	
1	1.3	Bilingual Parent Involvement Liaisons (Spanish and Vietnamese)	Yes	LEA-wide	English Learners	All Schools	$459,202.00	
1	1.6	Homeless/Foster Youth Liaison	Yes	LEA-wide	Foster Youth	All Schools	$123,798.00	
1	1.7	Health Clerk Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$897,449.00	
1	1.8	Social Worker/Counseling Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,231,555.00	
1	1.9	Behavior Interventionist Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,050,457.00	
1	1.10	Attendance Incentive Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$39,000.00	

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	1.11	School Positive Behavior Interventions and Supports (PBIS)	Yes	LEA-wide	Foster Youth Low Income	All Schools	$27,000.00	
1	1.12	Social-Emotional Learning (SEL)/Anti-Bullying Programs	Yes	LEA-wide	Foster Youth Low Income	All Schools	$13,000.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.2	Instructional Practices Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,481,346.00	
2	2.3	Programs and Assessment Personnel	Yes	LEA-wide	English Learners Low Income	All Schools	$229,580.00	
2	2.4	Student Assessment and Data Management System	Yes	LEA-wide	English Learners Low Income	All Schools	$67,620.00	
2	2.5	Music Teachers	Yes	LEA-wide	Low Income	All Schools	$595,035.00	
2	2.7	Sixth Grade Outdoor Science School	Yes	LEA-wide	Low Income	All Schools	$450,000.00	
2	2.8	Library Services	Yes	LEA-wide	Low Income	All Schools	$793,207.00	
2	2.9	College and Career Readiness (CCR) Programs	Yes	LEA-wide	Low Income	All Schools	$9,000.00	
2	2.10	School Multi-Tiered System of Supports(MTSS)/Data Dialogue Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
2	2.13	Summer Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000,000.00	
2	2.14	School-level services for English Learners and Long-Term English Learners: Impact Teachers, Supplemental Programs, Intervention Materials	Yes	LEA-wide	English Learners	All Schools	$525,274.00	
3	3.2	Student Devices and Peripherals/Network	Yes	LEA-wide	Low Income	All Schools	$1,000,000.00	

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 (%)
3	3.3	Classroom Presentation Technology	Yes	LEA-wide	Low Income	All Schools	$545,672.00	
3	3.4	District Technology Personnel/Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,023,044.00	
3	3.5	Campus/Playground Supervision; Increased Access and Safety on Playgrounds	Yes	LEA-wide	Foster Youth Low Income	All Schools	$4,508,477.00	
3	3.6	Grade Span Adjustment Staffing	Yes	LEA-wide	Low Income	All Schools	$5,127,734.00	
3	3.7	Site Custodial and Maintenance Staff	Yes	LEA-wide	Low Income	All Schools	$1,111,117.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$28,642,115.00	$28,696,827.00

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	School Office Support	Yes	$927,340.00	$983,940.00
1	1.2	Office Staff Training	Yes	$7,000.00	$0.00
1	1.3	Bilingual Parent Involvement Liaisons (Spanish and Vietnamese)	Yes	$538,881.00	$565,172.00
1	1.4	Parent Involvement Programs	Yes	$32,100.00	$32,100.00
1	1.5	Parent Education Childcare	Yes	$10,700.00	$0.00
1	1.6	Homeless/Foster Youth Liaison	Yes	$67,980.00	$159,137.00
1	1.7	Health Clerk Services	Yes	$830,195.00	$897,449.00
1	1.8	Social Worker/Counseling Services	Yes	$1,471,555.00	$1,471,555.00
1	1.9	Behavior Interventionist Services	Yes	$275,525.00	$621,453.00
1	1.10	Attendance Incentive Programs	Yes	$9,000.00	$9,000.00
1	1.11	School Positive Behavior Interventions and Supports (PBIS)	Yes	$27,000.00	$27,000.00

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	1.12	Social-Emotional Learning (SEL)/Anti-Bullying Programs	Yes	$13,000.00	$13,000.00
2	2.1	Professional Development	Yes	$165,850.00	$62,370.00
2	2.2	Instructional Practices Coaches	Yes	$1,432,576.00	$1,481,346.00
2	2.3	Programs and Assessment Personnel	Yes	$374,215.00	$205,888.00
2	2.4	Student Assessment and Data Management System	Yes	$64,200.00	$67,620.00
2	2.5	Music Teachers	Yes	$571,874.00	$595,035.00
2	2.6	Arts Education Programs	Yes	$300,000.00	$199,614.00
2	2.7	Sixth Grade Outdoor Science School	Yes	$400,000.00	$410,890.00
2	2.8	Library Services	Yes	$862,419.00	$793,207.00
2	2.9	College and Career Readiness (CCR) Programs	Yes	$9,000.00	$9,000.00
2	2.10	School MTSS/Data Dialogue Days	Yes	$212,000.00	$188,849.00
2	2.11	After-School Intervention Programs	Yes	$90,000.00	$156,648.00
2	2.12	Special Education Coordinator	No	$222,560.00	$312,117.00
2	2.13	Summer Academies	No	$2,000,000.00	$887,298.00

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)
2	2.14	School-level services for English learners: Impact teachers/Supplemental Programs	Yes	$1,545,040.00	$1,928,231.00
3	3.1	Standards-Aligned Textbooks and Materials	No	$500,000.00	$500,000.00
3	3.2	Student Devices and Peripherals/Network	Yes	$900,000.00	$900,000.00
3	3.3	Classroom Presentation Technology	Yes	$200,000.00	$200,000.00
3	3.4	District Technology Personnel/Infrastructure	Yes	$1,221,811.00	$1,221,811.00
3	3.5	Campus/Playground Supervision	Yes	$4,969,128.00	$4,969,128.00
3	3.6	Grade Span Adjustment Staffing	Yes	$7,280,049.00	$7,716,852.00
3	3.7	Site Custodial and Maintenance Staff	Yes	$1,111,117.00	$1,111,117.00
4	4.1	Saturday Academy	No	$0.00	0.0
4	4.2	Student Attendance Review Board (SARB)	No	$0.00	0.0
4	4.3	Student and Attendance Engagement Teams	No	$0.00	0.0

2023-24 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)
19,516,747	$23,592,644.00	$26,956,530.00	($3,363,886.00)	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	1.1	School Office Support	Yes	$927,340.00	$983,940.00		
1	1.2	Office Staff Training	Yes	$7,000.00	$0.00		
1	1.3	Bilingual Parent Involvement Liaisons (Spanish and Vietnamese)	Yes	$538,881.00	$565,172.00		
1	1.4	Parent Involvement Programs	Yes	$11,000.00	$32,100.00		
1	1.5	Parent Education Childcare	Yes	$10,700.00	$0.00		
1	1.6	Homeless/Foster Youth Liaison	Yes	$35,000.00	$159,137.00		
1	1.7	Health Clerk Services	Yes	$830,195.00	$951,022.00		
1	1.8	Social Worker/Counseling Services	Yes	$1,471,555.00	$1,233,449.00		
1	1.9	Behavior Interventionist Services	Yes	$275,525.00	$621,453.00		
1	1.10	Attendance Incentive Programs	Yes	$9,000.00	$9,000.00		
1	1.11	School Positive Behavior Interventions and Supports (PBIS)	Yes	$27,000.00	$27,000.00		
1	1.12	Social-Emotional Learning (SEL)/Anti-Bullying Programs	Yes	$13,000.00	$13,000.00		
2	2.1	Professional Development	Yes	$96,625.00	$62,370.00		

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)
2	2.2	Instructional Practices Coaches	Yes	$1,432,576.00	$1,481,346.00		
2	2.3	Programs and Assessment Personnel	Yes	$374,215.00	$205,888.00		
2	2.4	Student Assessment and Data Management System	Yes	$64,200.00	$67,620.00		
2	2.5	Music Teachers	Yes	$571,874.00	$595,035.00		
2	2.6	Arts Education Programs	Yes	$200,000.00	$199,614.00		
2	2.7	Sixth Grade Outdoor Science School	Yes	$400,000.00	$410,890.00		
2	2.8	Library Services	Yes	$862,419.00	$793,207.00		
2	2.9	College and Career Readiness (CCR) Programs	Yes	$9,000.00	$9,000.00		
2	2.10	School MTSS/Data Dialogue Days	Yes	$212,000.00	$188,849.00		
2	2.11	After-School Intervention Programs	Yes	$90,000.00	$156,648.00		
2	2.14	School-level services for English learners: Impact teachers/Supplemental Programs	Yes	$1,545,040.00	$1,928,231.00		
3	3.2	Student Devices and Peripherals/Network	Yes	$900,000.00	$900,000.00		
3	3.3	Classroom Presentation Technology	Yes	$200,000.00	$200,000.00		
3	3.4	District Technology Personnel/Infrastructure	Yes	$1,221,811.00	$1,023,044.00		
3	3.5	Campus/Playground Supervision	Yes	$4,969,128.00	$4,969,128.00		
3	3.6	Grade Span Adjustment Staffing	Yes	$5,401,588.00	$7,716,852.00		
3	3.7	Site Custodial and Maintenance Staff	Yes	$885,972.00	$1,453,535.00		

2023-24 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)
53,870,630	19,516,747	0.00%	36.229%	$26,956,530.00	0.000%	50.039%	$0.00	0.000%

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:

  o 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]).

  o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information)](); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)]().

- **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.

  o 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,

  o 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) (California Legislative Information) 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.

    o 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:

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

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

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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

- o 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.

- o 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.

- o 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.

  - o **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
- 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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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.

- 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.

- 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.

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.

o 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.

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

    o 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:

  o **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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o 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**

    o 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)**

    o 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 (%)**

    o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o 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)**

    o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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 2023