

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia School District

CDS Code: 30-66589-0000000

School Year: 2025-26

LEA contact information:

Veronica Lizardi, Ed.D.

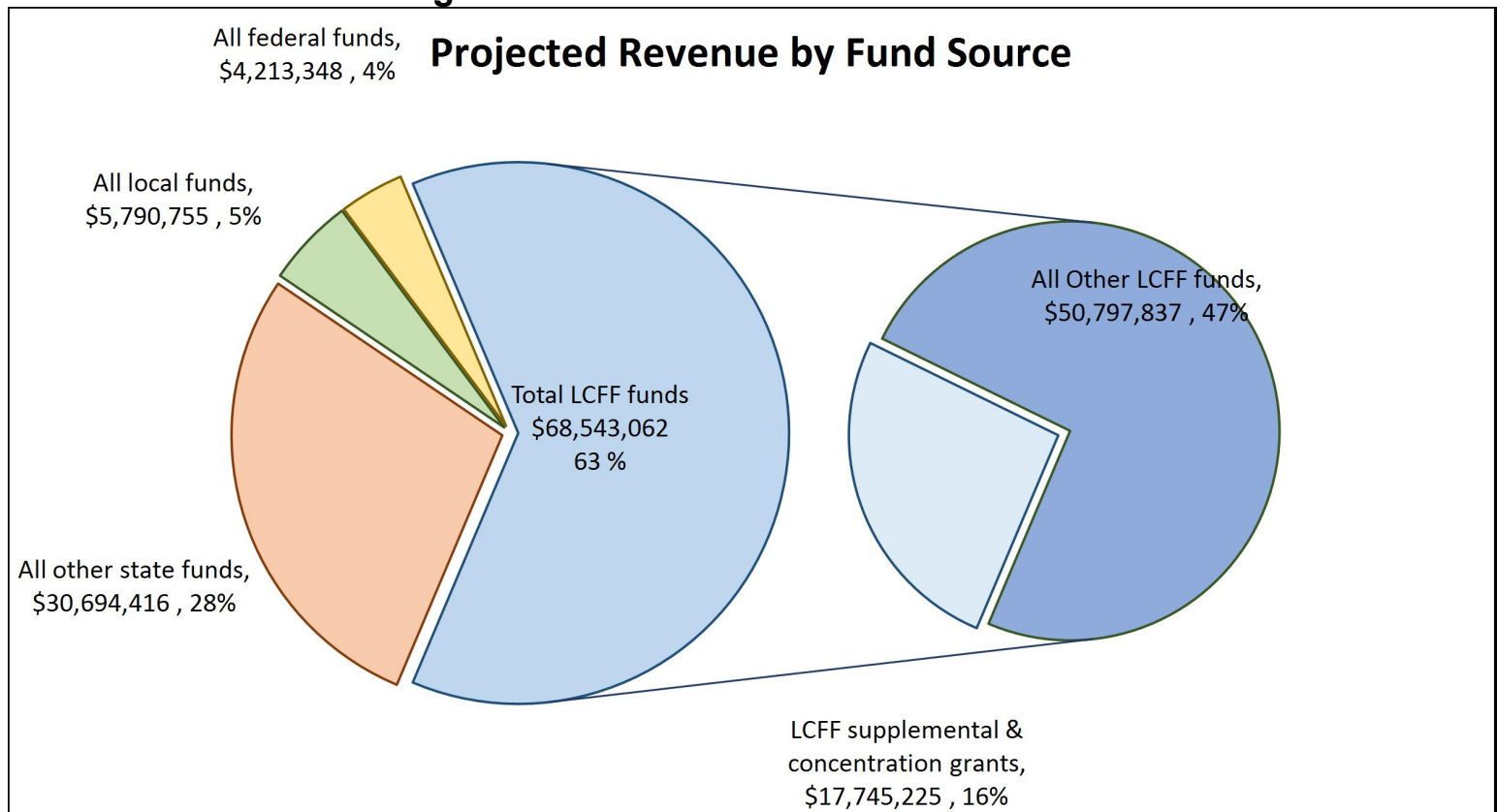
Assistant Superintendent, Educational Services

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(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 2025-26 School Year

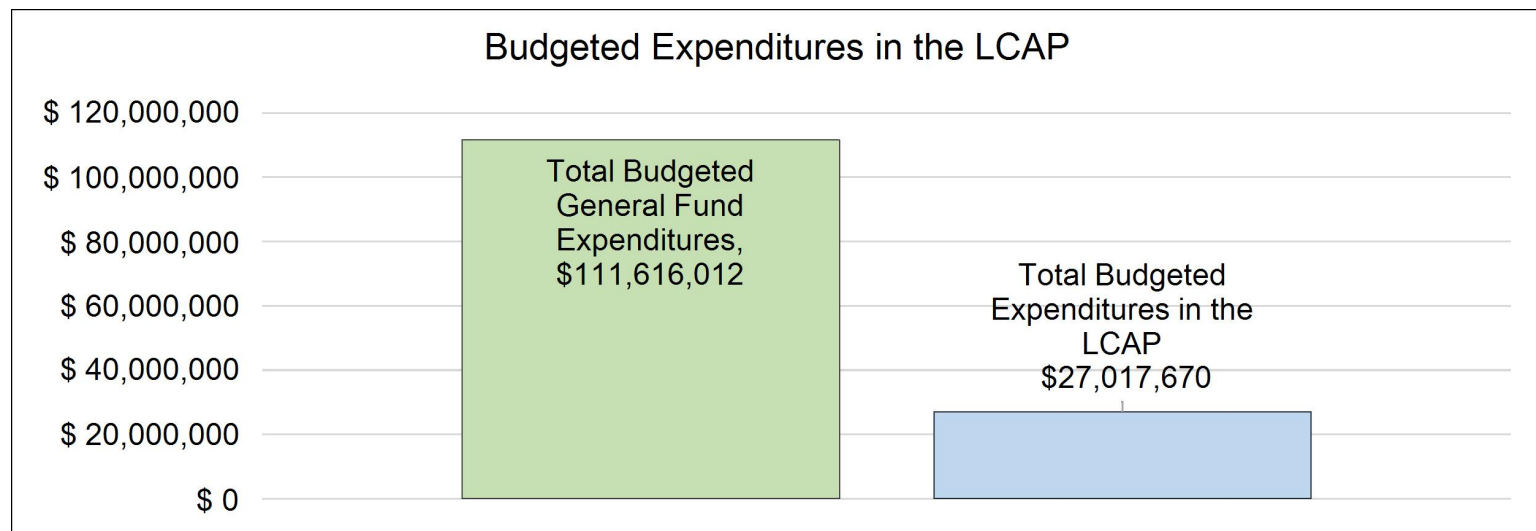


This chart shows the total general purpose revenue Magnolia School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia School District is \$109,241,581, of which \$68,543,062 is Local Control Funding Formula (LCFF), \$30,694,416 is other state funds, \$5,790,755 is local funds, and \$4,213,348 is federal funds. Of the \$68,543,062 in LCFF Funds, \$17,745,225 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Magnolia School District plans to spend for 2025-26. 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 \$111,616,012 for the 2025-26 school year. Of that amount, \$27,017,670 is tied to actions/services in the LCAP and \$84,598,342 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 \$84.5 million, not included in the LCAP, provide for essential District-wide operations as well as core and other support services that do not directly address LCAP goals. 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.

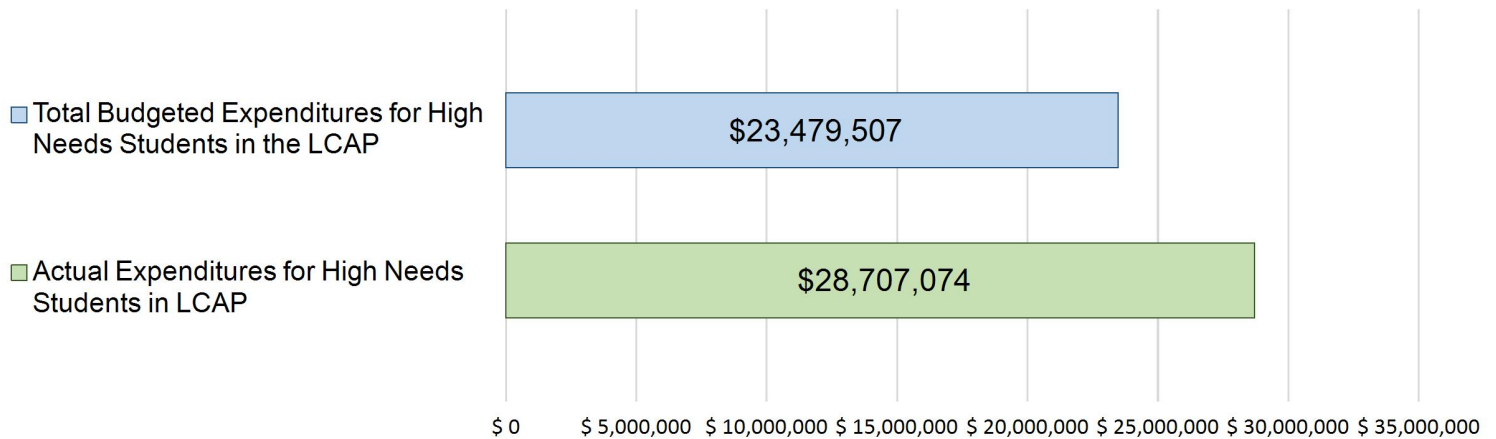
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Magnolia School District is projecting it will receive \$17,745,225 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 \$20,293,419 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 2024-25

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



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 2024-25, Magnolia School District's LCAP budgeted \$23,479,507 for planned actions to increase or improve services for high needs students. Magnolia School District actually spent \$28,707,074 for actions to increase or improve services for high needs students in 2024-25.

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 [2025-26]

General Information

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

Located in the city of Anaheim in Orange County, Magnolia School District (MSD) educates approximately 4,900 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 41% 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 innovative 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.

MSD exited Differentiated Assistance (DA) status based on the 2023 Dashboard and continues to sustain a non-DA status. Currently, MSD has no schools labeled as Additional Targeted Support and Improvement (ATSI) and the last school (Juliette Low School of the Arts) exited ATSI status this year based on the 2024 Dashboard results.

For the 2024 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 2024 Dashboard District level state measure results for MSD are as follows:

Academic Performance (ELA): Orange Performance Level with 10.4 points below standard. This is a decline of 3.9 points from the 2023 Dashboard. The Equity Report for student subgroups for the Academic Performance (ELA) measure includes the following:

Blue Performance Level Student Groups - Filipino
Green Performance Level Student Groups - Asian, White
Yellow Performance Level Student Groups - Foster Youth
Orange Performance Level Student Groups - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and African American;
Red Performance Level Student Group - Students with Disabilities;
No Performance Color Student Groups - American Indian, Two or More Races, Pacific Islander

Academic Performance (Math): Yellow Performance Level with 24.7 points below standard. The status is classified as "maintained" with a decrease of 2.1 points from the 2023 Dashboard. The Equity Report for student subgroups for the Academic Performance (Math) measure includes the following:

Blue Performance Level Student Group - Filipino
Green Performance Level Student Groups - Asian and White
Yellow Performance Level Student Groups - Foster Youth;
Orange Performance Level Student Groups - English Learners, Hispanic, Homeless, African American, Socioeconomically Disadvantaged, and Students with Disabilities;
Red Performance Level Student Group - Long-Term English Learners
No Performance Color Student Groups - American Indian, Two or More Races, Pacific Islander

English Learner (EL) Progress (ELPI): Orange Performance Level with 47.4% making progress towards English language proficiency. This is a decrease of 15.1% from the 2023 Dashboard. The percentage of EL students who progressed at least one ELPI level was 46.3%, the percentage who maintained ELPI level four (4) was 1.3%, the percentage who maintained lower ELPI levels was 34%, and the percentage who decreased at least one ELPI level was 18.4% of students.

Chronic Absenteeism: Yellow Performance Level with 18.3% chronically absent. This is a decrease of 8% from the 2023 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 - Asian, Filipino;
Yellow Performance Level Student Groups - African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, White, and Students with Disabilities;
Orange Performance Level Student Groups - Foster Youth, Pacific Islander, Two or More Races and Long-Term English Learners;
Red Performance Level Student Group - None
No Performance Color Student Group - American Indian

Suspension Rate: Green Performance Level with 0.9% suspended at least one day. This is a decrease of 0.3% from the 2023 Dashboard. The Equity Report for student subgroups for the Suspension Rate measure includes the following:

Blue Performance Level Student Groups - Asian, Filipino, Pacific Islander;
Green Performance Level Student Groups - African American, English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, White, Homeless, Long-Term English Learners, and Students with Disabilities;
Yellow Performance Level Student Groups - White

Orange Performance Level Student Groups -Two or More Races;
Red Performance Level Student Group - None
No Performance Color Student Group - American Indian

On the 2024 Dashboard, the following MSD schools had no Red Performance Levels on any state indicators:

Walt Disney School
Dr. Jonas Salk School
Robert M. Pyles STEM Academy

The following schools had one or more state indicators at the Red Performance Level:

Dr. Albert Schweitzer Leadership Academy received a Red Performance Level in Academic Performance (ELA and Math)
Juliette Low School of the Arts received a Red Performance Level in English Learner Progress Indicator
Dr. Peter Marshall received a Red Performance Level in English Learner Progress Indicator
Mattie Lou Maxwell received a Red Performance Level in Academic Performance (ELA)
Esther Walter School received a Red Performance Level in Academic Performance (ELA and Math)
Lord-Baden Powell School received a Red Performance Level in Academic Performance (ELA) and Chronic Absenteeism

Student groups that received a Red Performance Level on one or more state indicators by school include:

Dr. Albert Schweitzer Leadership Academy - Red Performance Level in Academic Performance (ELA and Math):
Student Group/s: (ELA and Math) Students with Disabilities

Juliette Low School of the Arts - Red Performance Level in English Learner Progress Indicator:
Student Group/s: English Learner

Dr. Peter Marshall - Red Performance Level in English Learner Progress Indicator:
Student Group/s: English Learner

Mattie Lou Maxwell - Red Performance Level in Academic Performance (ELA):
Student Group/s: Students with Disabilities

Esther Walter School - Red Performance Level in Academic Performance (ELA and Math):
Student Group/s: (ELA and Math) Students with Disabilities

Lord-Baden Powell School - Red Performance Level in Academic Performance (ELA) and Chronic Absenteeism:
Student Group/s: (ELA) Students with Disabilities, (Chronic Absenteeism) Students with Disabilities

Specific Goal and Actions highlight how Magnolia School District is addressing the identified needs of student groups and schools who received a Red Performance Level on a state indicator:

Districtwide - Students with Disabilities and Long-Term English Learners are addressed in Goal/Action 2.2, 2.10, 2.13 in the area of English Language Arts and Math.

Dr. Albert Schweitzer Leadership Academy - Red Performance Level in Academic Performance (ELA and Math):
Student Group/s: (ELA and Math) Students with Disabilities addressed in Goal/Action 2.2, 2.10, 2.13 in the area of English Language Arts and Math.

Juliette Low School of the Arts - Red Performance Level in English Learner Progress Indicator:
Student Group/s: English Learner addressed in Goal/Action 2.2, 2.10, 2.13, 2.14 in the areas of English Learner Progress.

Dr. Peter Marshall - Red Performance Level in English Learner Progress Indicator:
Student Group/s: English Learner addressed in Goal/Action 2.2, 2.10, 2.13, 2.14 in the areas of English Learner Progress.

Mattie Lou Maxwell - Red Performance Level in Academic Performance (ELA):
Student Group/s: Students with Disabilities addressed in Goal/Action 2.2, 2.10, 2.13 in the area of English Language Arts

Esther Walter School - Red Performance Level in Academic Performance (ELA and Math):
Student Group/s: (ELA and Math) Students with Disabilities addressed in Goal/Action 2.2, 2.10, 2.13 in the area of English Language Arts and Math.

Lord-Baden Powell School - Red Performance Level in Academic Performance (ELA) and Chronic Absenteeism:
Student Group/s: (ELA) Students with Disabilities addressed in Goal/Action 2.2, 2.10, 2.13 in the area of English Language Arts;
(Chronic Absenteeism) Students with Disabilities addressed in Goal/Action 1.10, 4.1, 4.3 in the area of Chronic Absenteeism.

As part of the LCAP requirements, the 2024-25 LCAP identification of any schools and subgroups who received the lowest performing level on any state indicators on the 2023 Dashboard must be listed:

Academic Performance (ELA):
District: Red Performance Level Student Group - Foster Youth
Esther Walter School: Red Performance Level Student Group - Students with Disabilities

Academic Performance (Math):
District: Red Performance Level Student Group - None
Lord Baden-Powell School: Red Performance Level in Academic Performance (Math) Student Group - Students with Disabilities;

Chronic Absenteeism:
District: Red Performance Level Student Group - Two or More Races
Juliette Low School of the Arts: Red Performance Level Student Groups - Hispanic, Socioeconomically Disadvantaged, and White student groups
Dr. Peter Marshall School: Red Performance Level Student Groups - English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged students
Mattie Lou Maxwell School: Red Performance Level Student Groups - Students with Disabilities and White students

Robert M. Pyles STEM Academy: Red Performance Level Student Groups - Socioeconomically Disadvantaged and Hispanic students
Dr. Jonas Salk School: Red Performance Level Student Group - White students
Esther Walter School: Red Performance Level Student Group - Hispanic students

Suspension Rate:

District: Red Performance Level Student Group - Foster Youth

Walt Disney School: Red Performance Level Student Group - Hispanic students

English Learner Progress Indicator

Mattie Lou Maxwell School: Red Performance Level

Specific Goal and Actions that will continue to 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.

Learning Recovery Emergency Block Grant (LREBG) Funds:

Magnolia School District has unexpended Learning Recovery Emergency Block Grant (LREBG) Funds. The following Actions will be funded through LREBG funds:

Goal 1 Action 12

Goal 2 Action 2

Goal 2 Action 14

Goal 1 Action 12: Fund the implementation of a site-level supplemental social-emotional program with physical education to address other barriers to learning.

Amount of LREBG funds budgeted for Goal 1.12: \$502,000.00.

Goal 1 Action 12: The metrics used to monitor Goal 1.12 include:

- *Chronic Absenteeism Indicator
- *Attendance Rate
- *Suspension Rate Indicator
- *Expulsion Records
- *Student School Climate Survey

Goal 1 Action 12: Rationale for Action:

Based on the Magnolia School District Needs Assessment, all nine elementary schools received a "Very High" or "High" status level on the Chronic Absenteeism Indicator. It is important to note that although all nine elementary schools received these status levels, all nine schools declined significantly in their chronic absenteeism percentage as compared to the previous year. Below is a summary of each school's significant decline in their percentage of chronically absent students:

Baden-Powell School: 28.7% to 23.4% students chronically absent;

Disney School: 18.1% to 13% students chronically absent;

Juliette Low School of the Arts: 35.5% to 20.2% students chronically absent;

Marshall School: 20.3% to 16.6% students chronically absent;

Maxwell School: 29.7% to 19.3% students chronically absent;

Robert M. Pyles STEM Academy: 29.5% to 20.3% students chronically absent;

Salk School: 29.3% to 20.2% students chronically absent;

Dr. Albert Schweitzer Leadership Academy: 23.7% to 15% students chronically absent;

Walter School: 25.9% to 20.8% students chronically absent.

The site-level supplemental social-emotional program with physical education has made a significant impact on student engagement and attendance. The data is clear and demonstrates the impact of this service and how it positively affects students. The District will continue to fund this action with LREBG funds and continue the trajectory of declining in the percentage of chronic absenteeism across the District.

Goal 1 Action 12: Research Support

The funded program has evidence-based social-emotional strategies from the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework that helps cultivate skills and environments that advance students' learning and development. The benefits of social and emotional learning (SEL) are well-researched with evidence showing that when SEL is embedded in the classroom, it produces positive outcomes for students (casel.org/fundamentals-of-sel).

Goal 2 Action 2: Fund three Student Achievement Teachers (SATs) to support professional development and coaching on the 2023 Mathematical Framework for CA Public Schools K-12 and ELA/ELD Language Development Framework for CA Public Schools K-12.

Amount of LREBG funds budgeted for Goal 2.2: \$485,000.00.

Goal 2 Action 2: The metrics used to monitor Goal 2.2 include:

- *Academic Indicator (ELA and Math)
- *iReady (Reading and Math)

Goal 2 Action 2: Rationale for Action:

Based on the Magnolia School District Needs Assessment, in English Language Arts (ELA), four schools received a "Low" status, four schools received a "Medium" status, and one school received a "High" status. In the area of Math, six schools received a "Medium" status and three schools received a "Low" status. No schools received a "Very Low" status. This is significant because the Districtwide instructional efforts are consistent and program coherence is a priority across all schools. In both ELA and Math, half of the schools either maintained or increased in the Distance From Met score. There is positive movement across the District in regards to instructional professional development and support structures. All schools have Instructional Practices Coaches that support Data Dialogues at each grade level. This action adds three additional support personnel, Student Achievement Teachers (SATs) that provide more intensive support to schools in the areas of coaching and support in the development and facilitation of professional development on topics that stem from the Mathematical Framework and ELA/ELD Framework.

Goal 2 Action 2: Research Support:

A meta-analysis of 60 instructional coaching evaluations by Kraft, Blazar, & Hogan (2018) found large, positive effects of coaching on instructional practice (0.49 standard deviations). Instructional coaches, such as Student Achievement Teachers (SATs), can provide personalized support to teachers in the areas they need the most support to increase high-quality education. In another study, The Impact of Instructional Coaching on Teacher Competency, Job Satisfaction, and Student Growth, by Rebecca A. Frazier (2018) the data demonstrated strong evidence that coached teachers grew at higher rates in many aspects of their teaching practice when compared to non-coached teachers.

Goal 2 Action 14: Fund intervention evidence-based learning supports and materials in English Language Arts to accelerate student academic proficiency and English language proficiency.

Amount of LREBG funds budgeted for Goal 2.14: \$120,000.00.

Goal 2 Action 14: The metrics used to monitor Goal 2.14:

*Academic Indicator (ELA and Math)

*iReady (Reading and Math)

Goal 2 Action 14: Rationale for Action:

Based on the Magnolia School District Needs Assessment, in English Language Arts (ELA), four schools received a "Low" status, four schools received a "Medium" status, and one school received a "High" status. In the area of Math, six schools received a "Medium" status and three schools received a "Low" status. No schools received a "Very Low" status. This is significant because the Districtwide instructional efforts are consistent and program coherence is a priority across all schools. In both ELA and Math, half of the schools either maintained or increased in the Distance From Met score. For the schools with the greatest need in ELA, the supplemental intervention program from the District's Core Reading program will be funded to support Targeted Intervention. In the area of math, supplemental math supports and intervention materials will be purchased with LREBG funds to support Math Labs for second, third, and fourth grade students. Teachers at those grade levels will participate in Math Labs with an Orange County Department of Education Math Coach, Student Achievement Teacher (SAT) and their Instructional Practices Coach (IPC). This action will fund the instructional supplemental materials to support Targeted Intervention.

Goal 2 Action 14: Research Support:

The research is very clear about intervention programs and their effectiveness. According to John Hattie's research (2008) intervention programs had a statistically significant impact (effect size) on student achievement. Response to Intervention (Rtl) has an effect size of 1.07 which means it is highly effective. In other words, if a district is successfully implementing Rtl, then it is producing a 1.07 standard deviation greater impact on student outcomes (higher test scores) than a district that is not implementing Rtl approaches or interventions.

Reflections: Technical Assistance

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

Not Applicable

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 2025-26 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 2025-26 LCAP.
District Personnel	The Superintendent hosted two District staff meetings (December 2024 and February 2025) to provide District updates on programs, services, and data. Gathered feedback from these meetings supported the development of the 2025-26 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 16, 2024, September 4, 2024, October 2, 2024, November 6, 2024, December 18, 2024, January 15, 2025, February 5, 2025, March 5, 2025, April 9, 2025, May 7, 2025, and June 18, 2025.
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 2025-26 LCAP.
Parents	MSD provided an online survey to all parents from December 2, 2024 to January 17, 2025. The surveys focused on school climate, learning environment and communication. The results of these surveys assisted in the development of the 2025-26 LCAP.
Students Grades 4th through 6th	MSD provided an online survey all students grades 4th through 6th from December 2, 2024 to January 17, 2025. The surveys focused on school climate, learning environment and communication. The results of these surveys assisted in the development of the 2025-26 LCAP.
All Certificated and Classified Staff	MSD provided an online survey to all certificated and classified staff from December 2, 2024 to January 17, 2025. The surveys focused on school climate, learning environment and communication. The results of these surveys assisted in the development of the 2025-26 LCAP.
LCAP Committee	The LCAP Committee provided input on the development of the 2025-26 LCAP and met three times during the school year - November 14, 2024, January 23, 2025, and March 13, 2025. 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

Educational Partner(s)	Process for Engagement
	provided input on the annual update for Goals 1-4 and input on the goals and actions for the 2025-26 LCAP.
Public and Other Community Members	MSD notified members of the public of the School Board meeting on June 5, 2025 and June 26, 2025. 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 20, 2025, April 10, 2025, and May 15, 2025. The Board reviewed and held a Public Hearing for the LCAP draft on June 5, 2025 and adopted the Budget and LCAP on June 26, 2025.

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 2024-25 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 14, 2024 - LCAP Committee: Initial Planning Meeting
- + January 16, 2025 - DELAC/PAC Committee Information and Input Meeting
- + January 23, 2025 - LCAP Committee: DELAC/DPAC and Survey Findings, Data Review and Committee Input on Goals 1-4.
- + February 20, 2025 - LCAP Board Mid-year Report
- + March 13, 2025 - LCAP Committee: Plan Draft Review
- + April 10, 2025 - MSD Board LCAP Oral Report
- + April- May, 2025 - LCAP Review to Orange County Department of Education (OCDE)
- + May 29, 2025 - LCAP Committee: Tentative - only if needed

- + May 15, 2025 - MSD Board LCAP Update
- + June 5, 2025 - LCAP Public Hearing
- + June 26, 2025 - 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 like the weekly reminders sent from their school site.
- Parents want communication between preschool events and school events to happen on different days and times.
- Parents want earlier notification of events.
- Parents would like a bulletin of events.
- Parents would like flyers and messages for some events.
- Parents feel that there is strong communication with teachers on Class Dojo and Parent Square.
- Parents feel welcome at the schools.
- Parents feel invited and welcome to school events.

DELAC/DPAC Input for Goal 2: Pupil Outcomes

- Parents stated that homework meets the standards.
- Parents want teachers to use more than one form of teaching; ex, auditory or visual
- Parents want more support to help their children with homework.
- Parents want all grade levels to perform in music performances.
- Parents want more field trips that are science based.
- Parents want to be informed about what students are learning in science and for work to be sent home.
- Parents like that their children are interacting with the Special Education students with kindness and respect.
- Parents like the incentives to motivate positive behavior.
- Parents want resources for students at the first conference regardless of the child's academics.

DELAC/DPAC Input for Goal 3: Basic Services

- Parents appreciate that primary students have access to computers to prepare them for upper grade.
- Parents appreciate that students have access to programs at home.
- Parents would like to be educated on the computer applications their children use at school.
- Parents would like more information on the support services available at the school.
- Parents like the new playground equipment.
- Parents would like a tour of the library.
- 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 like the awards assemblies

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.
- Continue to train front office staff to encourage positive atmosphere and customer service.
- Provide ESL classes for parents
- Improve in communication for parent workshops by using physical announcement, QR codes posted at the school, and Parent Square messages (more personal).
- Behavior Interventionists are critical and should continue to be funded.
- Continue to look at initiative that support anti-bullying education (ex. No Place for Hate / Phoenix House).

LCAP Committee Input for Goal 2: Pupil Outcomes

- Additional after school professional development opportunities for instructional staff continue to be 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.
- Continue new opportunities for professional development (ex. Polly Bath / behavior support).
- Continue to fund Student Achievement Teachers and STEAM Teachers - providing great support to students and staff.
- Continue to provide training in science instruction and funding for 6th grade science camp and resources for families.
- Continue Band and Choir programs
- Additional music classes/expansion to a full-year of instruction for all students has been well received.

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.
- Provide K-2 teachers with an additional ELA and Math student workbook to use for modeling lessons.
- Provide each school with additional student devices and headphones to assist with an immediate replacement.

LCAP Committee Input for Goal 4: Attendance

- Implement Attendance Recovery during the afterschool program.
- Continue to utilize the revised SARB process that includes early intervention strategies and supports for students and families.
- Promote free bus passes for families in promotional flyers.

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.

<p>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.</p> <p>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.</p> <p>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 2024-2025 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:</p> <ul style="list-style-type: none">• Parents like the weekly reminders sent from their school site.• Parents want communication between preschool events and school events to happen on different days and times.

- Parents want earlier notification of events.
- Parents would like a bulletin of events.
- Parents would like flyers and messages for some events
- Parents feel that there is strong communication with teachers on Class Dojo and Parent Square.
- Parents feel welcome at the schools.
- Parents feel invited and welcome to school events

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. Parents request additional parent workshops and more personal outreach besides the Parent Square and Class Dojo services.

Student discipline and behavioral intervention data from prior years indicate that there is a decline in 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 continue to be a need to increase support for students, refine behavior management activities, and provide targeted and intensive behavioral supports for students with more challenging 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) in Goal 1 Action 10 continues to expand to address and support chronic absenteeism. GRIP partners with schools to provide education and recreational opportunities for students who struggle with attendance, academics, and attitude. Beginning in 2025-26, an additional GRIP 1 school will be added for a total of four GRIP 1 schools (Marshall School, Walter School, Salk School, and Robert M. Pyles STEM Academy) and a GRIP 2 school (Disney School) will be added in the District for a grand total of five GRIP schools. 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)
- +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

The following MSD school will monitor chronic absenteeism for a specific subgroup who received a Red Performance Level on the 2024

Dashboard for chronic absenteeism:

Lord Baden-Powell School: Students with Disabilities - 37.4% chronically absent (maintained 0.4% from previous year) and addressed in Goal/Action 1.10 in the area of chronic absenteeism.

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. MSD has made a steady decline in chronic absenteeism and suspension rate and will continue to provide a positive, nurturing, and inclusive environment where students feel safe and have a sense of belonging.

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 (Percentage)	Attendance Rate (ADA P1 for 2023-24 school year = 90%	Attendance Rate (ADA P1 for 2024-25 school year = 9%		Attendance Rate (ADA P1 for 2026-27 school year = 97%	Attendance Rate Percentage: Increased 4.0%
1.2	Chronic Absenteeism (Percentage of chronically absent students and Performance Levels) (CA School Dashboard State Indicator)	2023 Dashboard Chronic Absenteeism: Districtwide: Yellow Performance Level (26.4% Chronically Absent) English Learners: Yellow Performance Level (25.1% Chronically Absent) Foster Youth: Orange Performance Level (27.1% Chronically Absent)	2024 Dashboard Chronic Absenteeism: Districtwide: Yellow Performance Level (18.3% Chronically Absent) English Learners: Yellow Performance Level (16.9% Chronically Absent) Foster Youth: Orange Performance Level		2026 Dashboard Chronic Absenteeism: District: Green Performance Level or Higher (<15% Chronically Absent) English Learners: Green Performance Level or Higher (<15% Chronically Absent) Foster Youth: Green	Chronic Absenteeism Difference from Baseline: District: Maintained Performance Level (Declined Chronic Absenteeism Percentage by 8.1%) English Learners: Maintained Performance Level (Declined Chronic Absenteeism

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: Yellow Performance Level (27.8% Chronically Absent)	(22.4% Chronically Absent)		Performance Level or Higher (<15% Chronically Absent)	Percentage by 8.2%)
		Socioeconomically Disadvantaged: Yellow Performance Level (28.5% Chronically Absent)	Homeless: Yellow Performance Level (20.2% Chronically Absent)		Homeless: Green Performance Level or Higher (<15% Chronically Absent)	Foster Youth: Maintained Performance Level (Declined Chronic Absenteeism Percentage by 4.7%)
		Students with Disabilities: Yellow Performance Level (32.9% Chronically Absent)	Socioeconomically Disadvantaged: Yellow Performance Level (20.0% Chronically Absent)		Socioeconomically Disadvantaged: Green Performance Level or Higher (<15% Chronically Absent)	Homeless: Maintained Performance Level (Declined Chronic Absenteeism Percentage by 7.6%)
			Students with Disabilities: Yellow Performance Level (24.5% Chronically Absent)		Students with Disabilities: Green Performance Level or Higher	Socioeconomically Disadvantaged: Maintained Performance Level (Declined Chronic Absenteeism Percentage by 8.5%)
			NEW BASELINE:		Lord Baden-Powell: Students with Disabilities Green Performance Level or Higher (<15% Chronically Absent)	Students with Disabilities: Maintained Performance Level (Declined Chronic Absenteeism Percentage by 8.4%)
			Lord Baden-Powell: Students with Disabilities Red Performance Level			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Lord Baden-Powell: Students with Disabilities N/A
1.3	Suspension Rate (Percentage of students suspended at least one day) (CA School Dashboard State Indicator)	<p>2023 Dashboard Suspension Rate:</p> <p>Districtwide: Yellow Performance Level (1.1% Suspended at least one day)</p> <p>English Learners: Yellow Performance Level (1.1% Suspended at least one day)</p> <p>Foster Youth: Red Performance Level (6.3% Suspended at least one day)</p> <p>Homeless: Orange Performance Level (1.6% Suspended at least one day)</p> <p>Socioeconomically Disadvantaged: Green Performance Level (1.1% Suspended at least one day)</p> <p>Students with Disabilities: Yellow</p>	<p>2024 Dashboard Suspension Rate:</p> <p>District: Green Performance Level (0.9% Suspended at least one day)</p> <p>English Learners: Green Performance Level (1.0% Suspended at least one day)</p> <p>Foster Youth: Green Performance Level (1.8% Suspended at least one day)</p> <p>Homeless: Green Performance Level (0.9% Suspended at least one day)</p> <p>Socioeconomically Disadvantaged: Green Performance Level</p>		<p>2026 Dashboard Suspension Rate:</p> <p>District: Green Performance Level or Higher (<0.9% Suspended at least one day)</p> <p>English Learners: Green Performance Level or Higher (<0.9% Suspended at least one day)</p> <p>Foster Youth: Green Performance Level or Higher (<0.9% Suspended at least one day)</p> <p>Homeless: Green Performance Level or Higher (<0.9% Suspended at least one day)</p>	<p>Suspension Rate Difference from Baseline:</p> <p>District: Increased one Performance Level (Declined 0.3% in Suspension for at least one day)</p> <p>English Learners: Increased one Performance Level (Maintained -0.1% in Suspension for at least one day)</p> <p>Foster Youth: Increased three Performance Levels (Declined 4.4% in Suspension for at least one day)</p> <p>Homeless: Increased two Performance Levels (Declined 0.7% in</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Performance Level (1.8% Suspended at least one day)	(0.9% Suspended at least one day) Students with Disabilities: Green Performance Level (0.6% Suspended at least one day)		Socioeconomically Disadvantaged: Green Performance Level or Higher (<0.9% Suspended at least one day) Students with Disabilities: Green Performance Level or Higher (<0.9% Suspended at least one day)	Suspension for at least one day) Socioeconomically Disadvantaged: Maintained Performance Level (Maintained -0.2% in Suspension for at least one day) Students with Disabilities: Increased one Performance Level (Declined 1.2% in Suspension for at least one day)
1.4	CALPADS Incident Count (7.10) Involving Suspension and In-house Suspension (Number of incidents)	CALPADS Incident Count 2022-23 - Involving Suspension and In-house Suspension (60 Incidents)	CALPADS Incident Count 2023-24 - Involving Suspension and In-house Suspension (52 Incidents)		CALPADS Incident Count 2025-26 - Involving Suspension and In-house Suspension: Decrease by 25% (45 Incidents or less) 2025-26 CALPADS MSD Expulsion rate = 0 expulsions	CALPADS Incident Count Involving Suspension and In-house Suspension Difference from Baseline: Decline of 8 Incidents Expulsion Records Difference from Baseline: 0 expulsions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Expulsion Records (Number of expulsions)	MSD Expulsion rate = 0 expulsions for 2023-2024	MSD Expulsion rate = 0 expulsions for 2024-2025		MSD Expulsion rate = 0 expulsions for 2026-2027	Expulsion Records Difference from Baseline: 0 Expulsions
1.6	Parent Advisory Council Meetings -- Agendas and Minutes (Number of council meetings)	2023-24 At least one parent advisory meeting each quarter conducted at the District and school levels to seek parent input in decision-making [Minimum 40 meetings - District (4) Schools Total (36)].	2024-25 At least one parent advisory meeting each quarter conducted at the District and school levels to seek parent input in decision-making [Minimum 40 meetings - District (4) Schools Total (36)].		2026-27 Maintain at least one parent advisory meeting each quarter at the District and school levels to seek parent input in decision-making [Minimum 40 meetings - District (4) Schools Total (36)].	Parent Advisory Council Meetings Difference from Baseline: Maintained quarterly parent advisory meetings conducted at the District and school levels to seek parent input in decision-making [Minimum 40 meetings - District (4) Schools Total (36)]. No Difference
1.7	Parent Education Courses and Workshops (Number of parent workshops)	2023-24 At least one parent workshop provided at every school per semester (9 schools x 2 workshops = 18 Total Workshops) on various topics. Parents at all school sites have	2024-25 At least one parent workshop provided at every school per semester (9 schools x 2 workshops = 18 Total Workshops) on various topics.		2026-27 Maintain at least one parent workshop at every school per semester (9 schools x 2 workshops = 18 Total Workshops)	Difference from Baseline: Maintained at least one parent workshop was provided at every school per semester (9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		opportunities to participate in English as a Second Language (ESL) classes.	Parents at all school sites have opportunities to participate in English as a Second Language (ESL) classes.		on various topics. Parents at all school sites have opportunities to participate in English as a Second Language (ESL) classes.	schools x 2 workshops = 18 Total Workshops) on various topics. Parents at all school sites had opportunities to participate in English as a Second Language (ESL) classes. No Difference.
1.8	School-Based Parent Volunteer Opportunities (Number of opportunities to volunteer at child's school) Metric discontinued effective 2025-26.	Parents of all Magnolia School District students are provided with regular opportunities to volunteer at their children's school.	Metric discontinued effective 2025-26. elected to discontinue because it was not used to measure any increased services actions		Metric discontinued effective 2025-26.	Metric discontinued effective 2025-26.
1.9	Dashboard Self-Reflection Tool/School Climate Survey (Student Responses) (Percentage of students who agree/strongly agree)	District school climate survey of students (n=1,562) yielded the following findings: <ul style="list-style-type: none"> 99% of students report their school has safe buildings and safe places to play. 97% of students report their school 	2024-25 District school climate survey of students (n=1,459) yielded the following findings: <ul style="list-style-type: none"> 98% of students report their school has safe buildings and safe 		District school climate survey of students (n=>1,300) will yield the following findings: <ul style="list-style-type: none"> >98% of students report their school has safe buildings and safe places to play. >98% of students report their school 	Student Climate Survey Difference from Baseline: Percent of students who reported their school has safe buildings and safe places to play - Declined 1.0% Percent of students who

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>has areas that meet their needs (classroom, library, playground, cafeteria)</p> <ul style="list-style-type: none"> 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, they know who 	<p>places to play.</p> <ul style="list-style-type: none"> 98% of students report their school has areas that meet their needs (classroom, library, playground, cafeteria) 96% of students report school staff members are friendly and helpful. 99% of students report their teacher, or another adult helps them when 		<p>has areas that meet their needs (classroom, library, playground, cafeteria)</p> <p>>97% of students report school staff members are friendly and helpful.</p> <p>>99% of students report their teacher, or another adult helps them when they don't understand something in class.</p> <p>>89% of students report they feel comfortable going to a staff member at school when they have a problem.</p> <p>>87% of students report that if they feel sad or worried, they know who to go to for help at school.</p> <p>>98% of students report it is very</p>	<p>reported their school has areas that meet their needs (classroom, library, playground, cafeteria) - Increased 1.0%</p> <p>Percent of students who reported school staff members are friendly and helpful. - Increased 1.0%</p> <p>Percent of students who reported their teacher, or another adult helps them when they don't understand something in class. - Maintained at 99.0%</p> <p>Percent of students who reported they feel comfortable going to a staff member at school when they have a problem.- Increased 7.0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>to go to for help.</p> <ul style="list-style-type: none"> • 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. 	<p>they don't understand something in class.</p> <ul style="list-style-type: none"> • 89% of students report they feel comfortable going to a staff member at school when they have a problem. • 82% of students report that if they feel sad or worried, they know who to go to for help. • 98% of students report it is very important for them to attend school 		<p>important for them to attend school every day.</p> <p>>91% of students report that students in the school are kind to each other.</p> <p>>87% of students report they like to come to school.</p>	<p>Percent of students who reported that if they feel sad or worried, they know who to go to for help at school.- Decreased 5.0%</p> <p>Percent of students who reported it is very important for them to attend school every day. - Maintained 98.0%</p> <p>Percent of students who reported that students in the school are kind to each other.- Increased 2.0%</p> <p>Percent of students who reported they like to come to school. - Maintained 87%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>every day.</p> <ul style="list-style-type: none"> 91% 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	<p>Dashboard Self-Reflection Tool/Parent Engagement Survey</p> <p>(Parent Responses)</p> <p>(Percentage of parents who agree/strongly agree)</p>	<p>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:</p> <ul style="list-style-type: none"> 96% of parent responses indicate that the school communicates the importance of attending 	<p>Results of the parent survey administration (n=1,084) during the 2024-25 school year showed high levels of positive feedback from parents regarding District parent involvement programs:</p> <ul style="list-style-type: none"> 96% of parent responses indicate 		<p>Results of the parent survey administration (n=>1,000) will show high levels of positive feedback from parents regarding District parent involvement programs:</p> <p>>96% of parent responses indicate that the school communicates the importance of</p>	<p>Parent Engagement and School Climate Difference from Baseline:</p> <p>Percent of parent responses that indicated that the school communicates the importance of attending school every day.- Maintained at 96.0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>school every day.</p> <ul style="list-style-type: none"> 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. 93% of parent responses indicate the 	<p>that the school communicates the importance of attending school every day.</p> <ul style="list-style-type: none"> 92% 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 		<p>attending school every day.</p> <p>>92% 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.</p> <p>>95% of parent responses indicate the school encourages their child to have positive behavior and interaction with others.</p> <p>>92% of parent responses indicate that the school staff builds a trusting and respectful relationship with families.</p> <p>>94% of parent responses indicate the school creates a welcoming environment for all</p>	<p>Percent of parent responses that indicated that their child's teacher and school provides them with information and resources to support their child's learning at home. -Increased 1.0%</p> <p>Percent of parent responses that indicated the school encourages their child to have positive behavior and interaction with others. - Maintained 95.0%</p> <p>Percent of parent responses that indicated that the school staff builds a trusting and respectful relationship with families. - Increased 1.0%</p> <p>Percent of parent responses that indicated the school creates a</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>school creates a welcoming environment for all families in the community.</p> <ul style="list-style-type: none"> • 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 engagement activities. 	<p>child to have positive behavior and interaction with others.</p> <ul style="list-style-type: none"> • 92% of parent responses indicate that the school staff builds a trusting and respectful relationship with families. • 94% of parent responses indicate the school creates a welcoming environment for all families in the community. 		<p>families in the community.</p> <p>>90% of parent responses indicate that their child's school provides parents with opportunities to be involved in advisory groups and decision-making.</p> <p>>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.</p> <p><96% of parent responses indicate that their child's school provides multiple opportunities to engage in two-way communication with the school staff in an</p>	<p>welcoming environment for all families in the community. - Increased 1.0%</p> <p>Percent of parent responses that indicated that their child's school provides parents with opportunities to be involved in advisory groups and decision-making.-Increased 2.0%</p> <p>Percent of parent responses that indicated that their child's school provides opportunities for families and school staff to work together to plan, design, implement, and evaluate family engagement activities.- Increased 5.0%</p> <p>Percent of parent responses that indicated that their child's school</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> 97% of parent responses indicate that their child's school provides multiple opportunities to engage in two-way communication with the school staff in an understandable and accessible language. 	<ul style="list-style-type: none"> 90% of parent responses indicate that their child's school provides parents with opportunities to be involved in advisory groups and decision-making. 88% of parent responses indicate that their child's school provides opportunities for families and school staff to work together to plan, design, 		understandable and accessible language.	provides multiple opportunities to engage in two-way communication with the school staff in an understandable and accessible language.- Declined 1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>implement, and evaluate family engagement activities.</p> <ul style="list-style-type: none">• 96% of parent responses indicate that their child's school provides multiple opportunities to engage in two-way communication with the school staff in an understandable and accessible language.			

Goal Analysis [2024-25]

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.

Overall, the social-emotional needs of students continued as a priority based on the successful implementation of the Goal 1 and the Action 1-12. We continued to see an increase in the need for social-emotional support for our students and families. All Action 1-12 were implemented as planned. During the 2024-25 school year, a new social emotional diagnostic screener was implemented called the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS). The results of the SAEBSR screener provided insight on how to enhance Tier I social and emotional supports for all students and reinforced the need for Goal 1 and all Actions 1-12. In addition, social workers and counseling services were implemented and utilized to support the increase in referrals. Parent Involvement Liaisons continued to be implemented and continue to be a great support to help and support all families with various needs and services. The increased 2.5 works hours for Parent Involvement Liaison continue to be a need for students and their families and the implementation of this action provided support to students and families before and after school. Parent workshops and academies were successful and 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 was successfully implemented and 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 successfully utilized in many ways to support the increase need. For this reason, additional Behavior Interventionists continue to be a need to support students. Saturday Academy was implemented again this year to support students with chronic absenteeism. All students were invited to attend two 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 2023- 2024 to the 2024-2025 school year. Magnolia School District exited out of Differentiated Assistance for Chronic Absenteeism and decreased students who were chronically absent from 26.4% to 18.3% (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 1.2 increase as a result of higher training registration fees.
Action 1.3 increase as a result of step and column, .5% salary increase, and health and welfare cap increase.
Action 1.4 decrease as a result of lower contract rates for parent workshop series and an unfilled contract for ESL classes.
Action 1.5 decrease as a result of less childcare need for the 2024-25 school year.
Action 1.6 increase as a result of step and column, .5% salary increase, and health and welfare cap increase.
Action 1.7 increase as a result of step and column, .5% salary increase, and health and welfare cap increase.
Action 1.8 slight decrease as a result of vacancies for a period of time during the 2024-25 school year.
Action 1.9 increase as a result of step and column, .5% salary increase, and health and welfare cap increase and additional staffing.
Action 1.11 increase as a result of higher costs for attendance incentives.
Action 1.12 increase as a result of additional programs and services and higher costs for services.

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

Goal 1 Actions were effective in providing all Magnolia School District (MSD) students opportunities to be engaged in school and as a result of the implementation of these actions students had higher levels of attendance. Another indicator of effectiveness with the implementation of Goal 1 and Actions 1-12 is the result of Magnolia School District exiting out of Differentiated Assistance status for Chronic Absenteeism. The 2022 Dashboard showed that (MSD) had 29.8% of students chronically absent. As of the 2024 Dashboard, this percentage decreased to 18.3% students chronically absent. This decrease is significant and largely as a result of the programs and services described in the LCAP. Another significant data point that demonstrates the effectiveness of these actions is that there were zero (0) subgroups in the Red Performance Level for Chronic Absenteeism on the 2024 Dashboard. MSD went from a Yellow Performance Level on the 2023 Dashboard for Suspension Rate to a Green Performance Level on the 2024 Dashboard for Suspension Rate. MSD increased one Performance Level in Suspension Rate from Yellow to a Green Performance Level and declined 0.3% in Suspension for at least one day. This data promotes the effectiveness of Actions 1-12 and demonstrates there is evidence of more student engagement and participation. Students' overall feeling of safety has 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 (see LCAP results in metric section above).

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.

Metric 1.2 has a change on the data year for Chronic Absenteeism in the Baseline column due to an incorrect year but has been edited to reflect the correct year (from 2024 to 2023).

Metric 1.2 contains a new Baseline in Year 1 as a result of the 2024 Dashboard. Baden-Powell School received a Red Performance Level in Chronic Absenteeism for Students with Disabilities.

Metric 1.2 added the percentage of Chronically Absent to all the subgroups. Currently, it only had the percentage for the District Overall and for consistency and transparency, the subgroup percentage was added to the metric.

Metric 1.3 added the percentage Suspended at least one day to all the subgroups. Currently, it only had the percentage for the District Overall and for consistency, the subgroup percentage was added to the metric.

Metric 1.3 has a change on the data year for Suspension Rate in the Baseline column due to an incorrect year but has been edited to reflect the correct year (from 2024 to 2023).

A new baseline was added to the metric section to include Lord Baden-Powell School and their Students with Disabilities subgroup in the area of Chronic Absenteeism. As a result of a Red Performance Level, Baden-Powell School will be monitored and supported to decrease their chronic absenteeism rate for their students with disabilities.

Metric 1.6 includes more details in regards to the number of parent advisory council meetings. The baseline, Year 1 and Year 3 were updated to include more clarity and measurable metric to show the minimum number of parent advisory meetings based on the quarterly meetings in the District and all nine schools for a total of 40 meetings.

Metric 1.7 includes more details in regards to the number of parent workshops. The baseline, Year 1 and Year 3 were updated to include more clarity and measurable metric to show the minimum number of parent workshops based on the two semesters at all nine schools for a total of 18 workshops.

Metrics 1.6 and 1.7 were updated to provide the school year in the baseline, Year 1, and Year 3 columns to provide clarity and consistency to all Educational Partners.

Metric 1.8 discontinued effective 2025-26. Elected to discontinue because metric is was not used to measure any increased or improved services or actions.

Metric 1.9 includes an update to the Y3 target to provide more clarity and transparency to all Educational Partners. Previously, there was one target for all the survey statements. The new update includes a specific target for each statement.

Metric 1.10 includes an added baseline measure that is critical in progress monitoring parent engagement - percent of parents that feel their child's school provides multiple opportunities to engage in two-way communication with the school staff in an understandable and accessible language.

Metric 1.10 includes an update to the Y3 target to provide more clarity and transparency to all Educational Partners. Previously, there was one target for all the survey statements. The new update includes a specific target for each statement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 state data demonstrating that all nine elementary schools meet the 15% and above translation needs in Spanish and one school in Vietnamese as measured by the CA Department of Education (dq.cde.ca.gov/dataquest/). The Magnolia School District percentages range from 16.85% - 57.34% . The goal of this action is to meet the	\$969,370.00	Yes

Action #	Title	Description	Total Funds	Contributing
		desired outcome in the self-reflection tool on the CA School Dashboard by increasing the percentage from the 2024-25 engagement survey results by 10% on the annual survey.		
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. The goal of this action is to meet the desired outcome in the self-reflection tool on the CA School Dashboard by increasing percentages from the 2024-25 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 state data demonstrating that all nine elementary schools meet the 15% and above translation needs in Spanish and one school in Vietnamese as measured by the CA Department of Education (dq.cde.ca.gov/dataquest/). The Magnolia School District percentages range from 16.85% - 57.34% . 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 2024-25 parent engagement survey results by 10% on the annual survey.	\$567,998.00	Yes
1.4	Parent Involvement Programs	<p>Parent workshops and classes are offered at every school site at least once per trimester. Trainings are conducted by Parent Involvement Liaisons (PILs) and other team members or contracted services as needed to support delivery of parent education classes. Materials are purchased for specific program offerings as needed.</p> <p>In addition to parent involvement programs provided by PILs, District and school-level staff will conduct specialized meetings annually to support</p>	\$37,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>parents of English Learners (EL), low-income students (LI), and Foster Youth (FY) and Students with Disabilities (SWD) 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.</p> <p>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.</p> <p>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 80.5% of the families experiencing poverty and research shows that these families do not always feel comfortable asking for help or assistance. In addition, 0.5% of our students are Foster Youth, 40.9% 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 the decision-making process that impacts their children's education.</p>		
1.5	Parent Education Childcare and Resources	Childcare and parent resources will be available during parent education classes when in-person offerings are provided and allowable. This action provides low-income families support with free resources and 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).	\$9,000.00	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 0.5% 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 goal of this action is to continue to decrease the number of Foster Youth being suspended from school and continue to decrease the percentage of Foster Youth who are chronically absent from school. Foster Youth made a 4.7% decrease in Chronic Absenteeism and a 4.4% decrease in Suspension Rate when you compare the 2023 and 2024 Dashboard results. This service has shown to be an effective support for Foster Youth by increasing their participation and attendance in school.	\$205,795.00	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 related issues. This action is principally directed to low-income and Foster Youth students and families to support with health services they may not have access to on a regular basis. Magnolia School District has 80.5% of families experiencing poverty and 0.5% are Foster Youth. This service provides a consistent school staff member making connections with students and families that results in a significant impact on the increase of student attendance and participation in school. Magnolia School District was recognized with the 2022 California Pivotal Practice (CAPP) Award for the impact the Student and Attendance Engagement Teams made on student attendance. This team includes all Health Clerks and they continue to be an integral part of this team and support students and families on a daily basis with health and attendance related concerns. The goal of this action is to continue to decrease the percentage of chronically absent low-income students and Foster Youth. Low-income students made a 8.5% decrease in Chronic Absenteeism and Foster Youth made a 4.7% decrease in Chronic Absenteeism when you compare the 2023 and 2024 Dashboard results. This service has shown to be an effective support for low-income students	\$885,339.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Foster Youth by increasing their participation and attendance in school by supporting them with their health and attendance-related concerns.		
1.8	Social Worker/Counseling Services	<p>A District team of nine social workers will provide mental health services to all nine elementary schools and counseling services will be provided based on student and family need. 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. The California Department of Social Services references significant statistics specifically that 80% of Foster Youth have significant mental health challenges as compared to 18-22% of the general population. They also reference the American Academy of Pediatrics who identified mental and behavioral health as the greatest unmet health need for Foster Youth (DHCS, 2022). The American Psychological Association in their May 2024 article, Mental Health Effects of Poverty, Hunger, and Homelessness on Children and Teens, states that school-age children who experience severe hunger are at increased risk for poor mental health and lower academic performance, and often fall behind their peers in social and emotional skills (apa.org). Magnolia School District has 80.5% of families experiencing poverty and 0.5% are Foster Youth. The goal of this action is to decrease the number of low-income and Foster Youth being suspended from school and decrease the percentage of chronically absent students. This would result in the increase of supports and services to ensure low-income students and Foster Youth do not miss academic, behavioral and social-emotional learning due to a suspension or absence from school. This service provides mental health professionals onsite making these connections with students and families resulting in 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 the Student and Attendance Engagement Teams made on student attendance. This team includes all Social Workers and they continue to be an integral part of this team and support students and families on a daily basis with mental health services. The goal of this action is to continue to decrease the suspension rate and the percentage of chronically absent low-income students and Foster Youth. Low-income students maintained their suspension rate with a 0.2% slight decrease in students suspended at least one day and Foster Youth made a 4.4%</p>	\$1,320,815.00	Yes

Action #	Title	Description	Total Funds	Contributing
		decrease in in their suspension rate when you compare the 2023 and 2024 Dashboard results. Low-income students made a 8.5% decrease in Chronic Absenteeism and Foster Youth made a 4.7% decrease in Chronic Absenteeism when you compare the 2023 and 2024 Dashboard results. This service has shown to be an effective support for low-income students Foster Youth by increasing their participation and attendance in school by supporting them with mental health services.		
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. The California Department of Social Services references significant statistics specifically that 80% of Foster Youth have significant mental health challenges as compared to 18-22% of the general population. They also reference the American Academy of Pediatrics who identified mental and behavioral health as the greatest unmet health need for Foster Youth (DHCS, 2022). The American Psychological Association in their May 2024 article, Mental Health Effects of Poverty, Hunger, and Homelessness on Children and Teens, states that school-age children who experience severe hunger are at increased risk for poor mental health and lower academic performance, and often fall behind their peers in social and emotional skills (apa.org). Magnolia School District has 80.5% of families experiencing poverty and 0.5% are Foster Youth. The goal of this action is to decrease the number of low-income and Foster Youth being suspended from school and decrease the percentage of chronically absent students. This would result in the increase of supports and services to ensure low-income students and Foster Youth do not miss academic, behavioral and social-emotional learning due to a suspension or absence from school. This service provides mental health professionals onsite making these connections with students and families resulting in 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 the Student and Attendance Engagement Teams made on student attendance. This team includes all Behavior Interventionists and they continue to be an integral part of this team and support students and	\$1,055,709.00	Yes

Action #	Title	Description	Total Funds	Contributing
		families on a daily basis with mental health services. The goal of this action is to continue to decrease the suspension rate and the percentage of chronically absent low-income students and Foster Youth. Low-income students maintained their suspension rate with a 0.2% slight decrease in students suspended at least one day and Foster Youth made a 4.4% decrease in their suspension rate when you compare the 2023 and 2024 Dashboard results. Low-income students made a 8.5% decrease in Chronic Absenteeism and Foster Youth made a 4.7% decrease in Chronic Absenteeism when you compare the 2023 and 2024 Dashboard results. Although there are decreases in the chronic absenteeism indicator, 22.4% Foster Youth and 20% of Low-income students are still chronically absent. This service has shown to be an effective support for low-income students Foster Youth by increasing their participation and attendance in school by supporting them with mental health services.		
1.10	Attendance Incentive Programs and Partnerships	All schools receive a \$1,000 allocation for various attendance incentive programs, including communications, awareness, and recognition programs. The California Department of Education (cde.ca.gov) provides a list of School Attendance Improvement Strategies and item #14 states: Hold a drawing for special prizes for individual students or classes that show improved attendance. This action includes the collaboration with the Gang Reduction and Intervention Partnership (GRIP) to provide students with educational and social-emotional learning opportunities to address attendance, academics, and behavior. In addition, the GRIP program will provide additional support to address chronic absenteeism. The Learning Policy Institute's report on Reducing Chronic Absenteeism (August 2024) states that partnerships with external organizations are critical to schools and their ability to foster student well-being and achievement through integrated systems of support. These partnerships work to support school and district goals. GRIP aims to work in tandem with the schools on reducing chronic absenteeism. This action is principally directed to low-income and Foster Youth students and families to support with attendance-related issues and the necessary supports and services students may not have access to on a regular basis. Magnolia School District has 80.5% of families experiencing poverty and 0.5% are Foster Youth. This service provides incentives and partnerships that result in a significant impact on the increase of student attendance and participation in school. The goal of	\$49,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		this action is to continue to decrease the percentage of chronically absent low-income students and Foster Youth. Low-income students made a 8.5% decrease in Chronic Absenteeism and Foster Youth made a 4.7% decrease in Chronic Absenteeism when you compare the 2023 and 2024 Dashboard results. These services have shown to be an effective support for low-income students Foster Youth by increasing their participation and attendance in school by supporting them with their attendance-related concerns.		
1.11	School Positive Behavioral Interventions and Supports (PBIS)	All schools receive a \$3,000 allocation for various Positive Behavioral Interventions and Supports (PBIS) programs, including communications, program monitoring tools, specific intervention resources and materials, PBIS committee meetings and trainings, 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 and positive discipline activities. The California Department of Social Services references significant statistics specifically that 80% of Foster Youth have significant mental health challenges as compared to 18-22% of the general population. They also reference the American Academy of Pediatrics who identified mental and behavioral health as the greatest unmet health need for Foster Youth (DHCS, 2022). The American Psychological Association in their May 2024 article, Mental Health Effects of Poverty, Hunger, and Homelessness on Children and Teens, states that school-age children who experience severe hunger are at increased risk for poor mental health and lower academic performance, and often fall behind their peers in social and emotional skills (apa.org). Magnolia School District has 80.5% of families experiencing poverty and 0.5% are Foster Youth. The goal of this action is to decrease the number of low-income and Foster Youth being suspended from school and decrease the percentage of chronically absent students. This would result in the increase of supports and services to ensure low-income students and Foster Youth do not miss academic, behavioral and social-emotional learning due to a suspension or absence from school. This service provides various PBIS programs resulting in a significant impact on higher student participation and attendance in school and lower suspension rates. The goal of this action is to continue to decrease the Suspension Rate and the percentage of chronically absent low-income	\$27,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students and Foster Youth. Low-income students maintained their suspension rate with a 0.2% slight decrease in students suspended at least one day and Foster Youth made a 4.4% decrease in in their suspension rate when you compare the 2023 and 2024 Dashboard results. Low-income students made a 8.5% decrease in Chronic Absenteeism and Foster Youth made a 4.7% decrease in Chronic Absenteeism when you compare the 2023 and 2024 Dashboard results. Although there are decreases in the chronic absenteeism indicator, 22.4% Foster Youth and 20% of Low-income students are still chronically absent. This service has shown to be an effective support for low-income students Foster Youth by increasing their participation and attendance in school by supporting them with mental health services and programs.		
1.12	<p>Social-Emotional Learning (SEL)/Anti-Bullying Programs and Resources</p> <p>Partially funded with Learning Recovery Emergency Block Grant (LREBG) Funds (Amount \$502,000.00)</p>	<p>All schools will receive District support and resources for implementation of site-level social-emotional learning (SEL) program implementation and anti-bullying education. 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 and do not always have immediate access to necessary mental health services and positive discipline activities. The American Psychological Association in their May 2024 article, Mental Health Effects of Poverty, Hunger, and Homelessness on Children and Teens, states that school-age children who experience severe hunger are at increased risk for poor mental health and lower academic performance, and often fall behind their peers in social and emotional skills (apa.org). Magnolia School District has 80.5% of families experiencing poverty and 0.5% are Foster Youth. The goal of this action is to decrease the number of low-income and Foster Youth being suspended from school and decrease the percentage of chronically absent students. This would result in the increase of supports and services to ensure low-income students and Foster Youth do not miss academic, behavioral and social-emotional learning due to a suspension or absence from school. This action would provide access to SEL curriculum materials (Second Step) and supplemental resources (Calm Classroom) to encourage positive discipline, attendance, and participation in school. The goal of this action is to continue to decrease the Suspension Rate and the percentage of chronically absent low-income students and Foster Youth. Low-income</p>	\$526,889.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students maintained their suspension rate with a 0.2% slight decrease in students suspended at least one day and Foster Youth made a 4.4% decrease in in their suspension rate when you compare the 2023 and 2024 Dashboard results. Low-income students made a 8.5% decrease in Chronic Absenteeism and Foster Youth made a 4.7% decrease in Chronic Absenteeism when you compare the 2023 and 2024 Dashboard results. This service has shown to be an effective support for low-income students Foster Youth by increasing their participation and attendance in school by supporting them with mental health services and programs.</p> <p>Through Learning Recovery Emergency Block Grant (LREBG) Funds, all schools will receive a structured SEL-infused program that includes physical activities and games in a rotation schedule where students practice mindfulness and growth mindset exercises with embedded social-emotional learning lessons based the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies to support students and to address other barriers to learning. This action would be monitored and measured by the Chronic Absenteeism Indicator, Attendance Rates, Suspension Rate Indicator, Expulsion Records, and Student Climate Survey data.</p> <p>Based on the Magnolia School District Needs Assessment, all nine elementary schools received a "Very High" or "High" status level on the Chronic Absenteeism Indicator. It is important to note that although all nine elementary schools received these status levels, all nine schools declined significantly in their chronic absenteeism percentage as compared to the previous year.</p> <p>Below is a summary of each school's significant decline in their percentage of chronically absent students: Baden-Powell School: 28.7% to 23.4% students chronically absent; Disney School: 18.1% to 13% students chronically absent; Juliette Low School of the Arts: 35.5% to 20.2% students chronically absent; Marshall School: 20.3% to 16.6% students chronically absent; Maxwell School: 29.7% to 19.3% students chronically absent; Robert M. Pyles STEM Academy: 29.5% to 20.3% students chronically absent;</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Salk School: 29.3% to 20.2% students chronically absent; Dr. Albert Schweitzer Leadership Academy: 23.7% to 15% students chronically absent; Walter School: 25.9% to 20.8% students chronically absent.</p> <p>The site-level structured supplemental SEL program with physical activities and games has made a significant impact on student engagement and attendance. The data is clear and demonstrates the impact of this service and how it positively affects students. The District will continue to fund this action with LREBG funds and continue the trajectory of declining in the percentage of chronic absenteeism across the District. The funded program has evidence-based social-emotional strategies from the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework that helps cultivate skills and environments that advance students' learning and development. The benefits of social and emotional learning (SEL) are well-researched with evidence showing that when SEL is embedded in the classroom, it produces positive outcomes for students (casel.org/fundamentals-of-sel).</p>		

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 2024 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 students have the skills necessary to excel in higher education and careers. We plan to continue improve academic performance and language proficiency through actions that support and improve student learning and we will continue to measure progress towards our goal using the metrics identified in the Measuring and Reporting Results section (following section).

It is important to highlight that Magnolia School District exited Differentiated Assistance status as a result of targeted and strategic planning and implementation. Magnolia School District will continue to address specific subgroups of students who received a Red Performance Level on the Academic Indicator or English Learner Progress Indicator on the 2024 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 2024 Dashboard results:

District: Students with Disabilities- Academic Indicator (ELA) Red Performance Level with 82 points below standard;
District: Long-Term English Learner - Academic Indicator (Math) Red Performance Level with 103 points below standard;
Dr. Albert Schweitzer Leadership Academy: Students with Disabilities Academic Indicator (ELA) Red Performance Level with 91.5 points below standard;
Dr. Albert Schweitzer Leadership Academy: Students with Disabilities Academic Indicator (Math) Red Performance Level with 105.2 points below standard;

Marshall School: English Learner - English Learner Progress Indicator - Red Performance Level with 37.3% making progress towards English proficiency;
Walter School: Students with Disabilities Academic Indicator (ELA) Red Performance Level with 133.2 points below standard;
Walter School: Students with Disabilities Academic Indicator (Math) Red Performance Level with 141.6 points below standard;
Juliette Low School of the Arts: English Learner - English Learner Progress Indicator - Red Performance Level with 39.4% making progress towards English proficiency;
Baden-Powell School: Students with Disabilities Academic Indicator (ELA) Red Performance Level with 81.7 points below standard;
Maxwell School: Students with Disabilities Academic Indicator (ELA) Red Performance Level with 96.8 points below standard;

Specific Goal and Actions highlight how Magnolia School District is addressing the identified needs of student groups and schools who received a Red Performance Level on a state indicator:

Districtwide - Students with Disabilities and Long-Term English Learners are addressed in Goal/Action 2.2, 2.10, 2.13 in the area of English Language Arts and Math.

Dr. Albert Schweitzer Leadership Academy - Red Performance Level in Academic Performance (ELA and Math):

Student Group/s: (ELA and Math) Students with Disabilities addressed in Goal/Action 2.2, 2.10, 2.13 in the area of English Language Arts and Math.

Juliette Low School of the Arts - Red Performance Level in English Learner Progress Indicator:

Student Group/s: English Learner addressed in Goal/Action 2.2, 2.10, 2.13, 2.14 in the areas of English Learner Progress.

Dr. Peter Marshall - Red Performance Level in English Learner Progress Indicator:

Student Group/s: English Learner addressed in Goal/Action 2.2, 2.10, 2.13, 2.14 in the areas of English Learner Progress.

Mattie Lou Maxwell - Red Performance Level in Academic Performance (ELA):

Student Group/s: Students with Disabilities addressed in Goal/Action 2.2, 2.10, 2.13 in the area of English Language Arts

Esther Walter School - Red Performance Level in Academic Performance (ELA and Math):

Student Group/s: (ELA and Math) Students with Disabilities addressed in Goal/Action 2.2, 2.10, 2.13 in the area of English Language Arts and Math.

Lord-Baden Powell School - Red Performance Level in Academic Performance (ELA) and Chronic Absenteeism:

Student Group/s: (ELA) Students with Disabilities addressed in Goal/Action 2.2, 2.10, 2.13 in the area of English Language Arts;

Continuous progress monitoring is an essential component in working to close the achievement gap across all subgroups. Districtwide data results show growth but the need to ensure higher levels of achievement are maintained continues to be a District priority. The 2024 Academic Indicator for ELA on the Dashboard indicates an Orange Performance Level with a slight decline of 3.9 points below standard. On the Academic Indicator for Math the District received a Yellow Performance Level with a slight decline of 2.1 points below standard.

Magnolia School District made significant gains with the Foster Youth subgroup. This subgroup moved from a Red Performance Level on the 2023 Dashboard to a Yellow Performance Level on the 2024 Dashboard in the Academic Indicator (ELA). On the Academic Indicator (Math), Foster Youth moved from an Orange Performance Level on the 2023 Dashboard to a Yellow Performance Level on the 2024 Dashboard. This is a result of targeted and strategic planning and implementation of support structures that enhanced and enriched academic support for our Foster Youth. These actions will continue in order to sustain this upward academic movement and progress.

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	<p>California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA)</p> <p>District Results (Percentage of met or exceeded standard and Performance Level)</p> <p>Source: CA Department of Education(caaspp-elpac.ets.org)</p>	<p>SBAC - ELA (2022-23):</p> <p>Districtwide Data: Overall: 47.31% met or exceeded standards, with overall performance level of "Orange" on the California School Dashboard.</p> <p>English Learners: 23.02% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard.</p> <p>Socio-Economically Disadvantaged: 42.92% met or exceeded standards, with a performance level of "Orange" on the</p>	<p>SBAC - ELA (2023-24):</p> <p>Districtwide Data: Overall: 46.65% met or exceeded standards, with overall performance level of "Orange" on the California School Dashboard.</p> <p>English Learners: 18.02% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard.</p> <p>Socio-Economically Disadvantaged: 43.32% met or</p>		<p>SBAC - ELA (2025-26):</p> <p>District: >52% met or exceeded standard >Green Performance Level</p> <p>English Learners: >20% met or exceeded standard >Green Performance Level</p> <p>Socio-Economically Disadvantaged: >48% met or exceeded standard >Green Performance Level</p> <p>Students with Disabilities:</p>	<p>SBAC - ELA Difference from Baseline:</p> <p>District: Declined 0.8% on met or exceeded standards; Increased two Performance Levels.</p> <p>English Learners: Declined 5.0% on met or exceeded standards; Maintained Performance Level.</p> <p>Socio-Economically Disadvantaged: Increased 0.4% on met or exceeded standards;</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>California School Dashboard.</p> <p>Students with Disabilities: 19.40% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard.</p> <p>Walter School Data: Students with Disabilities: 1.85% met or exceeded standards, with a "Red" Performance Level on the California School Dashboard</p>	<p>exceeded standards, with a performance level of "Orange" on the California School Dashboard.</p> <p>Students with Disabilities: 18.69% met or exceeded standards, with a performance level of "Red" on the California School Dashboard.</p> <p>Walter School Data: Students with Disabilities: 5.26% met or exceeded standards, with a "Red" Performance Level on the California School Dashboard</p> <p>NEW BASELINE:</p> <p>District-Long-Term English Learners: 4.93% met or exceeded standard, with a performance level</p>		<p>>21% met or exceeded standard >Yellow Performance Level</p> <p>Long-Term English Learners >8% met or exceeded standard</p> <p>Walter School-Students with Disabilities: >9.0% met or exceeded standard >Yellow Performance Level</p> <p>District-Long-Term English Learners: >9.0% met or exceeded standard >Yellow Performance Level</p> <p>Dr. Albert Schweitzer Leadership Academy-Students with Disabilities: >26% met or exceeded standard >Yellow Performance Level</p>	<p>Maintained Performance Level.</p> <p>Students with Disabilities: Declined 0.7% on met or exceeded standards; Declined one Performance Level.</p> <p>Walter School-Students with Disabilities: Increased 3.4% on met or exceeded standards; Maintained Performance Level.</p> <p>NEW BASELINE:</p> <p>District-Long-Term English Learners: N/A</p> <p>Dr. Albert Schweitzer Leadership Academy-Students with Disabilities: N/A</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>of "Orange" on the California School Dashboard.</p> <p>Dr. Albert Schweitzer Leadership Academy-Students with Disabilities: 23.91% met or exceeded standard, with a performance level of "Red" on the California School Dashboard.</p> <p>Baden-Powell School-Students with Disabilities: 9.10% met or exceeded standard, with a performance level of "Red" on the California School Dashboard.</p> <p>Maxwell School-Students with Disabilities: 13.55% met or exceeded standard, with a performance level of "Red" on the</p>		<p>Baden-Powell School-Students with Disabilities: >11% met or exceeded standard >Yellow Performance Level</p> <p>Maxwell School-Students with Disabilities: >15% met or exceeded standard >Yellow Performance Level</p>	<p>Baden-Powell School-Students with Disabilities: N/A</p> <p>Maxwell School-Students with Disabilities: N/A</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			California School Dashboard.			
2.2	State Assessment - Mathematics (SBAC – Math) (Percentage of met or exceeded standard and Performance Level)	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 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	SBAC - Math (2023-24) Districtwide Data: Overall: 40.53% met or exceeded standards, with an overall performance level of "Yellow" on the California School Dashboard. English Learners: 19.45% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard. Socio-Economically Disadvantaged: 37.09% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard.		SBAC - Math (2025-26) Districtwide Data: >45% met or exceeded standard; >Green Performance Level English Learners: >21% met or exceeded standard; >Green Performance Level Socio-Economically Disadvantaged: >41% met or exceeded standard; >Green Performance Level Students with Disabilities: >18% met or exceeded standard; >Green Performance Level	SBAC - Math Difference from Baseline: District: Declined 0.2% on met or exceeded standards; Declined one Performance Level. English Learners: Declined 0.5% on met or exceeded standards; Maintained Performance Level. Socio-Economically Disadvantaged: Increased 1.07% on met or exceeded standards; Declined one Performance Level. Students with Disabilities:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>California School Dashboard.</p> <p>Baden-Powell School Data: Students with Disabilities: 5.56% met or exceeded standards, with a performance level of "Red" on the California School Dashboard.</p>	<p>Students with Disabilities: 17.16% met or exceeded standards, with a performance level of "Orange" on the California School Dashboard.</p> <p>Baden-Powell School Data: Students with Disabilities: 13.64% met or exceeded standards, with a performance level of "Yellow" on the California School Dashboard.</p> <p>NEW BASELINE:</p> <p>District-Long-Term English Learners: 6.17% met or exceeded standard, with a performance level of "Red" on the California School Dashboard.</p> <p>Dr. Albert Schweitzer Leadership</p>		<p>Baden-Powell School: >15% met or exceeded standard; >Green Performance Level</p> <p>District-Long-Term English Learners: >9% met or exceeded standard; >Yellow Performance Level</p> <p>Dr. Albert Schweitzer Leadership Academy - Students with Disabilities: >14% met or exceeded standard; >Yellow Performance Level</p> <p>Walter School - Students with Disabilities: >9% met or exceeded standard; >Yellow Performance Level</p>	<p>Declined 0.8% on met or exceeded standards; Declined one Performance Level.</p> <p>Baden-Powell School Data: Students with Disabilities: Increased 8.1% on met or exceeded standards; Increased two Performance Levels.</p> <p>NEW BASELINE:</p> <p>District-Long-Term English Learners: N/A</p> <p>Dr. Albert Schweitzer Leadership Academy-Students with Disabilities: N/A</p> <p>Walter School-Students with Disabilities: N/A</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Academy-Students with Disabilities: 12.77% met or exceeded standard, with a performance level of "Red" on the California School Dashboard.</p> <p>Walter School Data: Students with Disabilities: 7.02% met or exceeded standards, with a "Red" Performance Level on the California School Dashboard</p>			
2.3	<p>Local Reading Assessment: i-Ready Diagnostic</p> <p>(Percentage of students who scored within grade level on end-of-year Reading interim assessment).</p>	<p>i-Ready Reading (2023-24):</p> <p>Overall: 49% of students scored within grade level on end-of-year interim assessment.</p> <p>English Learners: 25% of students scored within grade level on end-of-year interim assessment.</p>	<p>i-Ready Reading (2024-25):</p> <p>Overall: 51% of students scored within grade level on end-of-year interim assessment.</p> <p>English Learners: 28% of students scored within grade level on end-of-year interim assessment.</p>		<p>i-Ready Reading (2026-27)</p> <p>Overall: >53% of students will score within grade level on end-of-year interim assessment.</p> <p>English Learners: >28% of students will score within grade level on end-of-year interim assessment.</p>	<p>i-Ready Reading Difference from Baseline:</p> <p>Overall: Percentage of students who scored within grade level on end-of-year Reading interim assessment - Increased 2%.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socio-Economically Disadvantaged: 42% of students scored within grade level on end-of-year interim assessment.</p> <p>Students with Disabilities: 23% of students scored within grade level on end-of-year interim assessment.</p>	<p>Socio-Economically Disadvantaged: 47% of students scored within grade level on end-of-year interim assessment.</p> <p>Students with Disabilities: 24% of students scored within grade level on end-of-year interim assessment.</p>		<p>Socio-Economically Disadvantaged: >47% of students will score within grade level on end-of-year interim assessment.</p> <p>Students with Disabilities: >24% of students will score within grade level on end-of-year interim assessment.</p>	<p>English Learners: Percentage of students who scored within grade level on end-of-year Reading interim assessment - Increased 3%.</p> <p>Socio-Economically Disadvantaged: Percentage of students who scored within grade level on end-of-year Reading interim assessment - Increased 5%.</p> <p>Students with Disabilities: Percentage of students who scored within grade level on end-of-year Reading interim assessment - Increased 1%.</p>
2.4	Local Math Assessment: i-Ready Diagnostic	i-Ready Math (2023-24):	i-Ready Math (2024-25):		i-Ready Math (2026-27):	i-Ready Math Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Percentage of students who scored within grade level on end-of-year Math interim assessment).	<p>Overall: 41% of students scored within grade level on end-of-year interim assessment.</p> <p>English Learners: 21% of students scored within grade level on end-of-year interim assessment.</p> <p>Socio-Economically Disadvantaged: 35% of students scored within grade level on end-of-year interim assessment.</p> <p>Students with Disabilities: 22% of students scored within grade level on end-of-year interim assessment.</p>	<p>Overall: 42% of students scored within grade level on end-of-year interim assessment.</p> <p>English Learners: 23% of students scored within grade level on end-of-year interim assessment.</p> <p>Socio-Economically Disadvantaged: 39% of students scored within grade level on end-of-year interim assessment.</p> <p>Students with Disabilities: 21% of students scored within grade level on end-of-year interim assessment.</p>		<p>Overall: >43% of students will score within grade level on end-of-year interim assessment.</p> <p>English Learners: >23% of students will score within grade level on end-of-year interim assessment.</p> <p>Socio-Economically Disadvantaged: >39% of students will score within grade level on end-of-year interim assessment.</p> <p>Students with Disabilities: >22% of students will score within grade level on end-of-year interim assessment.</p>	<p>Overall: Percentage of students who scored within grade level on end-of-year Math interim assessment - Increased 1%.</p> <p>English Learners: Percentage of students who scored within grade level on end-of-year Math interim assessment - Increased 2%.</p> <p>Socio-Economically Disadvantaged: Percentage of students who scored within grade level on end-of-year Math interim assessment - Increased 4%.</p> <p>Students with Disabilities: Percentage of students who</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						scored within grade level on end-of-year Math interim assessment - Decreased 1%.
2.5	<p>i-Ready Assessment: Typical Growth</p> <p>(Median percentage progress toward Typical Growth in Reading and Math).</p>	<p>Baseline Data (2023-24)</p> <p>Typical Growth shows how a student is growing compared to average student growth at the same grade and baseline placement level.</p> <p>The median percent progress toward Typical Growth for Magnolia School District in Reading is 95%.</p> <p>The median percent progress toward Typical Growth for Magnolia School District in Math is 82%.</p>	<p>i-Ready Assessment: Typical Growth (2024-25):</p> <p>Typical Growth shows how a student is growing compared to average student growth at the same grade and baseline placement level.</p> <p>The median percent progress toward Typical Growth for Magnolia School District in Reading is 96%.</p> <p>The median percent progress toward Typical Growth for Magnolia School District in Math is 88%.</p>		Typical Growth Target (2026-27) for Reading and Math is 100%	<p>i-Ready Assessment: Typical Growth Difference from Baseline:</p> <p>The median percent progress toward Typical Growth for Magnolia School District in Reading: 1.0% Increase</p> <p>The median percent progress toward Typical Growth for Magnolia School District in Math: 6.0% Increase</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	English Language Proficiency Assessment of California (ELPAC) (Percentage of language development by ELPAC Level).	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 (2023-24) 16.87% Proficient (Level 4/Well Developed) 40.02% Level 3 (Moderately Developed) 26.05% Level 2 (Somewhat Developed) 17.05% Level 1 (Minimally Developed)		ELPAC (2025-26) >23% Proficient (Level 4/Well Developed) >42% Level 3 (Moderately Developed) <24% Level 2 (Somewhat Developed) <12% Level 1 (Minimally Developed)	ELPAC Difference from Baseline: Level 4 - Declined 6.3% Level 3 - Declined 1.55% Level 2 - Increased 2.14% Level 1 - Increased 5.7%
2.7	Reclassification Rate (Percentage of students reclassified to Fluent English Proficient).	The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2023-24 was 6%.	The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2024-25 was 11.1%.		The percentage of students that will Reclassify as Fluent English Proficient (RFEP) in 2026-27 will be >13%.	Reclassification Rate Difference from Baseline: RFEP rate increased by 5.1%.
2.8	English Learner Progress Indicator (CA School Dashboard) (Percentage of ELs that made at least one performance level of growth in English proficiency and CA School Dashboard Performance Level)	ELPI (2023 Dashboard) 62.5% of ELs made at least one performance level of growth in English proficiency. Green Performance Level	ELPI (2024 Dashboard) 47.4% of ELs made at least one performance level of growth in English proficiency. Orange Performance Level NEW BASELINE:		ELPI (2026 Dashboard) >55% of ELs made at least one performance level of growth in English proficiency. >Green Performance Level NEW BASELINE:	ELPI Difference from Baseline: Percent of ELs who made at least one performance level of growth in English proficiency declined 15.1% Dashboard Performance Level declined two levels.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Marshall School: 37.3% of ELs made at least one performance level of growth in English proficiency.</p> <p>Red Performance Level</p> <p>Juliette Low School of the Arts: 39.4% of ELs made at least one performance level of growth in English proficiency.</p> <p>Red Performance Level</p>		<p>Marshall School: >45% of ELs made at least one performance level of growth in English proficiency.</p> <p>>Yellow Performance Level</p> <p>Juliette Low School of the Arts: >47% of ELs made at least one performance level of growth in English proficiency.</p> <p>>Yellow Performance Level</p>	<p>NEW BASELINE:</p> <p>Marshall School: N/A</p> <p>Juliette Low School of the Arts: N/A</p>
2.9	<p>California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA)</p> <p>District Results</p> <p>Source: CA Department of Education(caaspp-elpac.ets.org)</p>	<p>SBAC-ELA (2022-23)</p> <p>District Overall: 47.31% of all students met or exceeded standard for ELA</p> <p>English Learners - 23.02% met or exceeded standard in ELA</p>	<p>SBAC-ELA (2023-24)</p> <p>District Overall: 46.65% of all students met or exceeded standard for ELA</p> <p>English Learners -</p>		<p>SBAC-ELA (2025-26)</p> <p>District Overall: >52% of all students met or exceeded standard for ELA</p> <p>English Learners -</p>	<p>SBAC - ELA Difference from Baseline:</p> <p>District: Declined 0.8% on met or exceeded standards</p> <p>English Learners:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Percent of students who met or exceeded standard)	<p>LTEL - 11.27% met or exceeded standard in ELA</p> <p>Students at-risk of becoming LTEL - 14.45% met or exceeded standard in ELA</p>	<p>18.02% met or exceeded standard in ELA</p> <p>LTEL - 4.93% met or exceeded standard in ELA</p> <p>Students at-risk of becoming LTEL - 8.54% met or exceeded standard in ELA</p>		<p>>20% met or exceeded standard in ELA</p> <p>LTEL - >4% met or exceeded standard in ELA</p> <p>Students at-risk of becoming LTEL - >8% met or exceeded standard in ELA</p>	<p>Declined 5.0% on met or exceeded standards</p> <p>LTEL: Declined 6.34% on met or exceeded standards</p> <p>Students at-risk of becoming LTEL: Declined 5.91% on met or exceeded standards</p>
2.10	<p>California Science Test (CAST)</p> <p>(Percent of students who met or exceeded standard for science and Dashboard Performance Level).</p>	<p>California Science Test (CAST) (2022-23)</p> <p>Overall: 28.71% met or exceeded standard for science.</p> <p>Socio-economically disadvantaged students: 24.17% met or exceeded standard for science.</p> <p>English Learners: 4.9% met or exceeded standard for science.</p> <p>Students with Disabilities: 3.90% met or exceeded standard for science.</p>	<p>California Science Test (CAST) (2023-24)</p> <p>District: 29.76% met or exceeded standard NEW BASELINE: No Performance Level</p> <p>Socio-economically Disadvantaged students: 26.27% met or exceeded standard NEW BASELINE: No Performance Level</p> <p>English Learners:</p>		<p>California Science Test (CAST) (2027-28)</p> <p>District: >30% met or exceeded standard >Yellow Performance Level</p> <p>Socio-economically Disadvantaged students: >28% met or exceeded standard >Yellow Performance Level</p> <p>English Learners: >8% met or exceeded standard</p>	<p>California Science Test (CAST) Difference from Baseline:</p> <p>District: Increased met or exceeded standard by 1.05% Performance Level N/A</p> <p>Socio-economically Disadvantaged Students: Increased met or exceeded standard by 2.1% Performance Level N/A</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>5.05% met or exceeded standard NEW BASELINE: No Performance Level</p> <p>Students with Disabilities: 10.59% met or exceeded standard NEW BASELINE: No Performance Level</p>		<p>>Yellow Performance Level</p> <p>Students with Disabilities: >14% met or exceeded standard >Yellow Performance Level</p>	<p>English Learners: Increased met or exceeded standard by 0.15% Performance Level N/A</p> <p>Students with Disabilities: Increased met or exceeded standard by 6.69% Performance Level N/A</p>
2.11	<p>Dashboard Self-Reflection Tool/School Climate Survey</p> <p>(Student Responses)</p> <p>(Percent of students who agree/strongly agree)</p>	<p>2023-24 District school climate survey of students (n=1,562) yielded the following findings:</p> <p>Instruction:</p> <ul style="list-style-type: none"> 98% of students report they have learned new and challenging skills in all subjects. 95% of students report they learn about science at school. 	<p>2024-25 District school climate survey of students (n=1,459) yielded the following findings:</p> <p>Instruction:</p> <ul style="list-style-type: none"> 98% of students report they have learned new and challenging skills in all subjects. 99% of students report 		<p>2026-27 District school climate survey of students (n=>1,300) will yield the following findings:</p> <p>Instruction:</p> <p>>98% of students report they have learned new and challenging skills in all subjects. >99% of students report they learn about science at school. >92% of students report they learn about art at school.</p>	<p>Student Climate Survey Difference from Baseline:</p> <p>Percent of students who reported they have learned new and challenging skills in all subjects.- Maintained no change</p> <p>Percent of students who reported they learn about science at school. - Increased 4.0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> 97% of students report they learn about art at school. 97% of students report 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. 	<ul style="list-style-type: none"> they learn about science at school. 92% of students report they learn about art at school. 97% of students report they participate in music at school. 98% of students report they participate in Physical Education at school. 99% of students report they have the knowledge, skills and tools to be successful in school 		<p>>97% of students report they participate in music at school. >98% of students report they participate in Physical Education at school. >99% of students report they have the knowledge, skills and tools to be successful in school and in life.</p>	<p>Percent of students who reported they learn about art at school. - Decreased 5.0%</p> <p>Percent of students who reported they participate in music at school. - Maintained no change</p> <p>Percent of students who reported they participate in Physical Education at school.- Maintained no change</p> <p>Percent of students who reported they have the knowledge, skills and tools to be successful in school and in life.- Increased 1.0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and in life.			
2.12	<p>Dashboard Self Reflection Tool/Access to a Broad Course of Study</p> <p>(Percentage of MSD students grades 1-6 = access to broad course of study)</p>	<p>2023-24</p> <p>100% of MSD students grades 1-6 (n=4,019) 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.</p>	<p>2024-25</p> <p>100% of MSD students grades 1-6 (n=3,861) 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.</p>		<p>2026-27</p> <p>Maintain access to a broad course of study to 100% of MSD students (n=approx. 3,400) grades 1-6 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.</p>	<p>Broad Course of Study Difference from Baseline:</p> <p>Maintained at 100% - No Difference</p>
2.13	Parent Engagement and School Climate Survey (Parent Responses)		<p>NEW BASELINE</p> <p>2024-25</p> <p>Parent Engagement and School Climate Responses (n=1,084):</p> <p>96% of parent responses indicate that the school communicates the importance of</p>		<p>2027-28</p> <p>Parent Engagement and School Climate Responses:</p> <p>>96% of parent responses indicate that the school communicates the importance of attending school every day.</p>	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>attending school every day.</p> <p>92% 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.</p> <p>93% of parent responses indicate that their child receives strong, standards-based, academic instruction.</p> <p>82% of parent responses indicate that their child receives instruction in music and the arts.</p> <p>82% of parent responses indicate that their child receives instruction in science.</p>		<p>>92% 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.</p> <p>>93% of parent responses indicate that their child receives strong, standards-based, academic instruction.</p> <p>>82% of parent responses indicate that their child receives instruction in music and the arts.</p> <p>>82% of parent responses indicate that their child receives instruction in science.</p> <p>>92% of parent responses indicate that their child has access to</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			92% of parent responses indicate that their child has access to technology at school.		technology at school.	
2.14						

Goal Analysis [2024-25]

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.

The overall implementation of Goal 2 was a success and students and staff received support to enhance student learning. Goal 2 Actions 1-14 were all implemented as planned with evidence of a successful implementation. The support systems in place continued show effectiveness by the support students and the instructional staff received as evidence of a positive trajectory in supporting student achievement. The effectiveness of these actions is shown by the Low-Income subgroup which is the largest unduplicated subgroup for MSD with 80.5% of Magnolia students identified as Low-Income. A success in the implementation of Goal 2 Action 1-14 is best illustrated with MSD's Low-Income students making a 0.4% growth on the ELA SBAC and a 1.07% growth on the Math SBAC. Over 80% of the District's student population is making steady progress in ELA and Math. Another indicator of the planned actions and their successful implementation are the supplemental resources in Goal 2 and how efficiently they supported the core instructional program. Teachers received professional development in Math and Science to support content access for all students. After school trainings titled Training Tuesdays were offered to all instructional staff. Trainings included sessions around Explicit Direct Instruction (EDI) strategies, science, math talks, art, and student engagement. All sessions were well attended averaging 100-130 teachers. Instructional Practices Coaches at each school supported all District assessments, intervention support, teacher coaching, and other school site specific needs. The Instructional Practices Coach, funded out of LCAP Goal 2.2, 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. Student Achievement Teachers and STEAM Teachers, added to LCAP Goal 2.2 supported, supported all nine school sites in the areas of intervention, literacy, math, and science. The addition of Student Achievement Teachers (SATs) and STEAM Teachers working alongside Instructional Practices Coaches (IPCs) has proved to be an effective strategy and service to support student achievement. Targeted coaching and support, data analysis and dialogues, professional development and side-by-side learning has mitigated the achievement gaps between the subgroups. 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 Magnolia School District (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 and sustained for the 2024-25 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 sessions were held on January 25 and March 15, 2025. 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 2024 summer 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. The allocation in Goal 2 Action 2 for IPCs, SATs, and STEAM Teachers and Goal 2 Action 3 for Illuminate (Renaissance) and Educlimber supports monitoring of student data. 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 wellbeing 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.

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 increase due to additional professional development needs including an increase in teacher participation in Training Tuesdays and Google Certification.

Action 2.2 increase due to .5% salary increase and health and welfare cap increase.
Action 2.3 increase due to .5% salary increase and health and welfare cap increase.
Action 2.7 increase due to higher science camp and transportation costs.
Action 2.8 increase due to .5% salary increase and health and welfare cap increase.
Action 2.11 increase due to .5% salary increase and health and welfare cap increase and additional teacher club resulting in higher amount of teacher stipends.
Action 2.12 decrease due to a position vacancy.
Action 2.13 decrease due to fewer contracted services as a result of in-house curriculum and resources.

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

It is important to highlight that Magnolia School District (MSD) exited Differentiated Assistance status as a result of targeted and strategic planning and implementation of Goal 2 Actions 1-14. MSD overall only has two subgroups with a Red Performance Level based on the 2024 Dashboard: Students with Disabilities - Academic Indicator (ELA) and Long-Term English Learners - Academic Indicator (Math). This is a decrease from three subgroups based on the 2023 Dashboard. In relation to the school sites, 8 out of 9 school sites had subgroups with at least one Red Performance Level based on the 2023 Dashboard. This decreased on the 2024 Dashboard with only 6 out of 8 schools sites with subgroups with at least one Red Performance Level based on the 2024 Dashboard. The effectiveness of these actions is shown by the Low-Income subgroup which is the largest unduplicated subgroup for MSD with 80.5% of Magnolia students identified as Low-Income. A success in the implementation of Goal 2 Action 1-14 is best illustrated with MSD's Low-Income students making a 0.4% growth on the ELA SBAC and a 1.07% growth on the Math SBAC. Over 80% of the District's student population is making steady progress in ELA and Math. This is a direct result of targeted professional development (Actions 2.1, 2.2) and the technical assistance and support provided to instructional staff (Action 2.3). Local assessments (i-Ready) in reading shows an increase in reading scores by 2.0% and 1.0% in Math and provides insight on the effectiveness of actions 2.1, 2.2, and 2.3. Grade level teams meet at least four times a year with their Instructional Practices Coach to analyze data and make instructional decisions to support student learning and utilize student assessment results using an efficient data management system. Student engagement in science has shown improvement and the effectiveness of funding science camps for 6th graders is best illustrated by the 1.05% increase of students who met or exceeded the standard on the CA Science Test. MSD has demonstrated progress towards student achievement and engagement by the overall steady growth in all Goal 2 metrics.

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.

Metric 2.1 - New Baselines were added: LTEL subgroup is a new subgroup so it was added in order to monitor; the following schools who received a Red Performance Level on the ELA Academic Indicator and were added to this metric - Dr. Albert Schweitzer Leadership Academy, Baden-Powell School, Maxwell School.

Metric 2.1 includes an update to the Y3 target to provide more clarity and transparency to all Educational Partners. Previously, there was only one target metric for the percentage of students who met or exceeded standard score in ELA and one performance level target for the overall District. The new update includes a specific target metric for the percentage of students who met or exceeded standard score and the performance level target for the District and each subgroup.

Metric 2.2 - New Baselines were added: LTEL subgroup is a new subgroup so it was added in order to monitor; the following schools received a Red Performance Level on the Math Academic Indicator and were added to this metric - Dr. Albert Schweitzer Leadership Academy, Walter School.

Metric 2.2 includes an update to the Y3 target to provide more clarity and transparency to all Educational Partners. Previously, there was only one target metric for the percentage of students who met or exceeded standard score in Math and one performance level target for the overall District. The new update includes a specific target metric for the percentage of students who met or exceeded standard score and the performance level target for the District and each subgroup.

Metric 2.3 includes an update to the Y3 target to provide more clarity and transparency to all Educational Partners. Previously, there was only one target metric for the percentage of students who scored within grade level on the end-of-year reading interim assessment for the overall District. The new update includes a specific target metric for the percentage of students who scored within grade level on the end-of-year interim for the District and each subgroup.

Metric 2.4 includes an update to the Y3 target to provide more clarity and transparency to all Educational Partners. Previously, there was only one target metric for the percentage of students who scored within grade level on the end-of-year math interim assessment for the overall District. The new update includes a specific target metric for the percentage of students who scored within grade level on the end-of-year interim for the District and each subgroup.

Metric 2.5 includes an update to the school year to the Y3 target. It previously had the incorrect target year (2025-26) and it has been corrected to (2026-27).

Metric 2.6 includes an update to the Y3 target to provide more clarity and transparency to all Educational Partners. Previously, Levels 3 and 4 were clustered together and Levels 1 and 2 were clustered together. The new update includes a specific target metric for each ELPAC Level 1-4 with the percentage of students and the status of their development (well developed, moderately developed, somewhat developed, and minimally developed). This aligns more with the way the ELPAC scores are reported by the state.

Metric 2.7 includes an update to the Y3 target to provide more clarity and transparency to all Educational Partners. Previously, the target stated it would increase by 25%. The new update includes a more specific percentage of targeted growth for this metric.

Metric 2.8 - New Baselines were added: The following schools were added as a result of receiving a Red Performance Level on the ELPI on the 2024 Dashboard and will be monitored - Marshall School, Juliette Low School of the Arts.

Metric 2.8 includes an update to the Y3 target to provide more clarity and transparency to all Educational Partners. Previously, the target stated it would increase by 10%. The new update includes a more specific percentage of targeted growth for this metric.

Metric 2.9 - The Baseline title was added to ensure clarity of the information included (SBAC ELA 2022-23).

Metric 2.9 includes an update to the Y3 target to provide more clarity and transparency to all Educational Partners. Previously, the target stated it would increase by 25% for the District and all EL subgroups. The new update includes a more specific percentage of targeted growth for the District and each EL subgroup (ELs, LTEL, and students at-risk of becoming LTEL).

Metric 2.10 - The CA Dashboard Performance Level was added to Year 1 as a new Baseline now that the Performance Level will be included beginning on the 2025 Dashboard. The 2024 Dashboard did not include a color on the Performance Level.

Metric 2.10 includes an update to the Y3 target to provide more clarity and transparency to all Educational Partners. Previously, there was only one target metric for the percentage of students who met or exceeded standard score in Science and no performance level target was included for the overall District. The new update includes a specific target metric for the percentage of students who met or exceeded standard score and the performance level target for the District and each subgroup.

Metric 2.11 includes an update to the Y3 target to provide more clarity and transparency to all Educational Partners. Previously, there was one target for all the survey statements. The new update includes a specific target for each statement.

Metrics 2.11 and 2.12 were updated to provide the school year in the baseline, Year 1, and Year 3 columns to provide clarity and consistency to all Educational Partners.

Metric 2.13 is a new Baseline to capture the parent component for Goal 2 and their perception on the academic growth of their child/children.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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 be provided to support program coherence across all content areas. Professional development content will be supported by Educational Services staff and 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. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard;	\$468,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>SocioEconomically Disadvantaged: 43.32% of students met or exceeded standard; Foster Youth: 21.05% met or exceeded standard; and Students with Disabilities: 18.69% met or exceeded standard.</p> <p>Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard; SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard; Foster Youth: 21.05% met or exceeded standard; and Students with Disabilities: 17.16% met or exceeded standard.</p> <p>Based on the 2024 Dashboard, the following subgroups and Schools received a Red Performance Level on specific State Indicators:</p> <p>District: Students with Disabilities- Academic Indicator (ELA) 82 points below standard; Long-Term English Learner - Academic Indicator (Math) 103 points below standard;</p> <p>Dr. Albert Schweitzer Leadership Academy: Students with Disabilities Academic Indicator (ELA) 91.5 points below standard; Students with Disabilities Academic Indicator (Math) 105.2 points below standard;</p> <p>Marshall School: English Learner - English Learner Progress Indicator 37.3% making progress towards English proficiency;</p> <p>Walter School: Students with Disabilities Academic Indicator (ELA) 133.2 points below standard; Students with Disabilities Academic Indicator (Math) 141.6 points below standard;</p> <p>Juliette Low School of the Arts: English Learners - English Learner Progress Indicator</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>39.4% making progress towards English proficiency;</p> <p>Baden-Powell School: Students with Disabilities Academic Indicator (ELA) 81.7 points below standard;</p> <p>Maxwell School: Students with Disabilities Academic Indicator (ELA) 96.8 points below standard.</p> <p>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 Association for Supervision and Curriculum Development (ASCD) highlights 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.</p>		
2.2	<p>Instructional Support Services: Instructional Practices Coaches (IPCs), Student Achievement Teachers (SATs), Science, Technology, Engineering, Arts, and Mathematics (STEAM) Teachers</p> <p>Partially funded with Learning Recovery Emergency Block Grant (LREBG) Funds</p>	<p>Every school will have an Instructional Practices Coach (IPC) to provide ongoing job-embedded coaching, professional development, and coordination of targeted student intervention programs. IPCs will facilitate Data Dialogue Days four times a year with each grade level at their school. Targeted intervention programs and instructional coaching on core academic programs, implementation support, and best practice strategies specifically designed to meet the needs of English Learners, students with disabilities, students with exceptional needs, low-income students, and Foster Youth. Three Science, Technology, Engineering, Arts, and Mathematics (STEAM) Teachers will enhance the academic program to include high-interest, engaging, and targeted lessons for all students.</p> <p>This action is principally directed to low-income students, English Learners, and Foster youth. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard; SocioEconomically Disadvantaged: 43.32% of</p>	\$2,161,330.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(Amount \$485,000.00)	<p>students met or exceeded standard; Foster Youth: 21.05% met or exceeded standard; and Students with Disabilities: 18.69% met or exceeded standard.</p> <p>Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard; SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard; Foster Youth: 21.05% met or exceeded standard; and Students with Disabilities: 17.16% met or exceeded standard.</p> <p>Based on the 2024 Dashboard, the following subgroups and Schools received a Red Performance Level on specific State Indicators and a specific action will be implemented to address how the District and school sites will increase student achievement:</p> <p>Districtwide Students with Disabilities scored 82 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and Long-Term English Learners scored 103 points below standard and received a Red Performance Level on the Academic Indicator (Math). Each IPC will collaborate with each grade level at each of their schools to ensure discussions and planning during Data Dialogues include targeted interventions for students with disabilities and Long-Term English Learners who are not performing at grade level.</p> <p>Dr. Albert Schweitzer Leadership Academy Students with Disabilities scored 91.5 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and scored 105.2 points below standard and received a Red Performance Level on the Academic Indicator (Math). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p> <p>Marshall School English Learners are making 37.3% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator. The IPC and SAT will collaborate with each grade level to ensure discussions and planning during Data Dialogues</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>include support for teachers with strategies to differentiate instruction and targeted interventions for English Learners who are not performing at grade level.</p> <p>Walter School Students with Disabilities scored 133.2 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and scored 141.6 points below standard and received a Red Performance Level on the Academic Indicator (Math). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p> <p>Juliette Low School of the Arts English Learners are making 39.4% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator. The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for English Learners who are not performing at grade level.</p> <p>Baden-Powell School Students with Disabilities scored 81.7 points below standard and received a Red Performance Level on the Academic Indicator (ELA). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p> <p>Maxwell School Students with Disabilities scored 96.8 points below standard and received a Red Performance Level on the Academic Indicator (ELA). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p>		

Action #	Title	Description	Total Funds	Contributing
		Through Learning Recovery Emergency Block Grant (LREBG) Funds, three Student Achievement Teachers (SATs) will support professional development and coaching in the areas of English Language Arts and Math and other school specific needs. This action is supported by the results of the LREBG Needs Assessment that demonstrates a continued need to support professional growth and coaching in the core areas of instruction. Most schools show progress in meeting the Distance From Met targets on the state assessments in both English Language Arts and Math. Targeted support for the schools with a slight decline in the Distance From Met target will be provided through professional development and coaching by Instructional Support Services. A meta-analysis of 60 instructional coaching evaluations by Kraft, Blazar, & Hogan (2018) found large, positive effects of coaching on instructional practice (0.49 standard deviations). Instructional coaches, such as Student Achievement Teachers (SATs), can provide personalized support to teachers in the areas they need the most support to increase high-quality education. In another study, The Impact of Instructional Coaching on Teacher Competency, Job Satisfaction, and Student Growth, by Rebecca A. Frazier (2018) the data demonstrated strong evidence that coached teachers grew at higher rates in many aspects of their teaching practice when compared to non-coached teachers.		
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. 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. This action is principally directed to low-income students and English Learners. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard and SocioEconomically Disadvantaged: 43.32% of students met or exceeded standard. In Math based on the state assessment (SBAC): Overall: 40.53% of students met	\$236,624.00	Yes

Action #	Title	Description	Total Funds	Contributing
		or exceeded standard; English Learners: 19.45% of students met or exceeded standard and SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard. The research 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. In an EdSurge data analytics article titled, How Data Drives Strategies for Improved Student Outcomes (April 2024) they state that data-driven decisions are increasingly recognized as a critical component of K-12 education, enhancing personalized learning, improving assessment and feedback, optimizing resource allocation and fostering early intervention. They continue to state that various types of analysis helps educators make informed choices that directly affect student learning and school effectiveness. 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 Assessments and Data Management System	A comprehensive platform for student assessments 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: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard and SocioEconomically Disadvantaged: 43.32% of students met or exceeded standard. In Math based on the state assessment (SBAC): Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard and SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard. The research 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. In an EdSurge data analytics article titled, How Data Drives Strategies for	\$569,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Improved Student Outcomes (April 2024) they state that data-driven decisions are increasingly recognized as a critical component of K-12 education, enhancing personalized learning, improving assessment and feedback, optimizing resource allocation and fostering early intervention. They continue to state that various types of analysis helps educators make informed choices that directly affect student learning and school effectiveness. 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	<p>Seven (7) music teachers will provide music instruction to all students in grades TK - 6th grade. This service will provide all students with music instruction throughout the school year. Magnolia School District has 80.5% 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 student achievement on the Academic Indicator. 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. 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.</p> <p>A second Magnolia School District (MSD) Band Program will continue to be implemented to provide low-income students more access to instruments and provide them the opportunity to gain skills they can utilize when attending middle and high school. The MSD Choir Program will</p>	\$911,972.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continue on it's second year of implementation to support low-income students and provide them the exposure to more Visual and Performing Arts (VAPA) experiences they can utilize when attending middle and high school. 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.		
2.6	Arts Education Programs	<p>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. Magnolia School District has 80.5% 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 student achievement on the Academic Indicator. 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. 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.</p> <p>A second Magnolia School District (MSD) Band Program will continue to be implemented to provide low-income students more access to instruments and provide them the opportunity to gain skills they can utilize when attending middle and high school. The MSD Choir Program will continue on it's second year of implementation to support low-income</p>	\$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		students and provide them the exposure to more Visual and Performing Arts (VAPA) experiences they can utilize when attending middle and high school. 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.		
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 and English Learners based on the research that students of poverty and second-language learners often do not have the monetary resources to participate in science camps. Magnolia School District has 80.5% of families experiencing poverty based on students who qualify for a free or reduced priced meal and 40.9% are classified as English Learners. Providing this opportunity for low-income students provides access to an outdoor science experience they may not be able to afford outside of school. Baseline 2024 Dashboard data demonstrates that low-income students are benefiting from this service but there is an achievement gap when comparing English Learners with the Overall data. Overall 29.76% met or exceeded standard on the California Science Test as compared to 26.27% of socioeconomically disadvantaged students met or exceeded standard. Approximately 5.05% of English Learners met or exceeded standard on the CAST which is a gap of 24.71% from the Overall score. 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
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	\$792,563.00	Yes

Action #	Title	Description	Total Funds	Contributing
		80.5% 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. Data shows a slight achievement gap in ELA based on the state assessment (SBAC): Overall: 46.65% of students met or exceeded standard and 43.32% of low-income 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.		
2.9	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 80.5% 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
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.	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action is principally directed to low-income students, English Learners, and Foster youth. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard; SocioEconomically Disadvantaged: 43.32% of students met or exceeded standard; Foster Youth: 21.05% met or exceeded standard; and Students with Disabilities: 18.69% met or exceeded standard.</p> <p>Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard; SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard; Foster Youth: 21.05% met or exceeded standard; and Students with Disabilities: 17.16% met or exceeded standard.</p> <p>Based on the 2024 Dashboard, the following subgroups and Schools received a Red Performance Level on specific State Indicators and a specific action will be implemented to address how the District and school sites will increase student achievement:</p> <p>Districtwide Students with Disabilities scored 82 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and Long-Term English Learners scored 103 points below standard and received a Red Performance Level on the Academic Indicator (Math). Each IPC will collaborate with each grade level at each of their schools to ensure discussions and planning during Data Dialogues include targeted interventions for students with disabilities and Long-Term English Learners who are not performing at grade level.</p> <p>Dr. Albert Schweitzer Leadership Academy Students with Disabilities scored 91.5 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and scored 105.2 points below standard and received a Red Performance Level on the Academic Indicator (Math). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Marshall School English Learners are making 37.3% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator. The IPC and SAT will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for English Learners who are not performing at grade level.</p> <p>Walter School Students with Disabilities scored 133.2 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and scored 141.6 points below standard and received a Red Performance Level on the Academic Indicator (Math). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p> <p>Juliette Low School of the Arts English Learners are making 39.4% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator. The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for English Learners who are not performing at grade level.</p> <p>Baden-Powell School Students with Disabilities scored 81.7 points below standard and received a Red Performance Level on the Academic Indicator (ELA). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p> <p>Maxwell School Students with Disabilities scored 96.8 points below standard and received a Red Performance Level on the Academic Indicator (ELA). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for</p>		

Action #	Title	Description	Total Funds	Contributing
		teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.		
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. 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.	\$157,431.00	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 and increase their parent engagement. 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.	\$310,456.00	No
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	\$1,000,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>by the end of the fifth grade. To monitor progress students will be given a pre- and post assessment in reading and math.</p> <p>Based on the 2024 Dashboard, the following subgroups and Schools received a Red Performance Level on specific State Indicators and a specific action will be implemented to address how the District and school sites will increase student achievement:</p> <p>Districtwide Students with Disabilities scored 82 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and Long-Term English Learners scored 103 points below standard and received a Red Performance Level on the Academic Indicator (Math). Each IPC will collaborate with each grade level at each of their schools to ensure discussions and planning during Data Dialogues include targeted interventions for students with disabilities and Long-Term English Learners who are not performing at grade level.</p> <p>Dr. Albert Schweitzer Leadership Academy Students with Disabilities scored 91.5 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and scored 105.2 points below standard and received a Red Performance Level on the Academic Indicator (Math). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p> <p>Marshall School English Learners are making 37.3% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator. The IPC and SAT will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for English Learners who are not performing at grade level.</p> <p>Walter School Students with Disabilities scored 133.2 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and scored 141.6 points below standard and received a Red Performance Level on the Academic Indicator (Math). The IPC will</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p> <p>Juliette Low School of the Arts English Learners are making 39.4% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator. The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for English Learners who are not performing at grade level.</p> <p>Baden-Powell School Students with Disabilities scored 81.7 points below standard and received a Red Performance Level on the Academic Indicator (ELA). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p> <p>Maxwell School Students with Disabilities scored 96.8 points below standard and received a Red Performance Level on the Academic Indicator (ELA). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p>		
2.14	School-level Services for English Learners and Long-Term English Learners: Impact Teachers, Supplemental Programs, and	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	\$2,346,132.00	Yes

Action #	Title	Description	Total Funds	Contributing
	<p>Districtwide Intervention Materials</p> <p>Partially funded with Learning Recovery Emergency Block Grant (LREBG) Funds (Amount \$120,000.00)</p>	<p>instruction to English Learners and Long-Term English Learner (LTEL) students who are not meeting grade level expectations.</p> <p>This action is principally directed to English Learners, LTEL, and students at-risk of becoming LTEL to support their academic language development. As a result of this data Impact Teachers will utilize English Learner data provide targeted intervention to support the development of English Language proficiency.</p> <p>This action is principally directed to low-income students, English Learners, and LTELs. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard; SocioEconomically Disadvantaged: 43.32% of students met or exceeded standard; LTEL: 4.93% met or exceeded standard. In Math based on the state assessment (SBAC): Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard; SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard; LTEL: 6.17% met or exceeded standard.</p> <p>Based on the 2024 Dashboard, the following subgroups and schools received a Red Performance Level on specific State Indicators and a specific action will be implemented to address how the District and school sites will increase student achievement:</p> <p>Districtwide Long-Term English Learners scored 103 points below standard and received a Red Performance Level on the Academic Indicator (Math). Each IPC will collaborate with each grade level at each of their schools to ensure discussions and planning during Data Dialogues include targeted interventions for Long-Term English Learners who are not at grade level.</p> <p>Marshall School English Learners are making 37.3% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator. The IPC and SAT will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>targeted interventions for English Learners who are not making progress towards English proficiency.</p> <p>Juliette Low School of the Arts English Learners are making 39.4% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator. The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for English Learners who are not making progress towards English proficiency.</p> <p>Through Learning Recovery Emergency Block Grant (LREBG) Funds, intervention evidence-based learning supports and materials in English Language Arts to accelerate student academic proficiency and English language proficiency will be purchased for targeted intervention and small group instruction. This action is supported by the results of the LREBG Needs Assessment. In English Language Arts (ELA), four schools received a "Low" status, four schools received a "Medium" status, and one school received a "High" status. In the area of Math, six schools received a "Medium" status and three schools received a "Low" status. No schools received a "Very Low" status. This is significant because the Districtwide instructional efforts are consistent and program coherence is a priority across all schools. In both ELA and Math, half of the schools either maintained or increased in the Distance From Met score. For the schools with the greatest need in ELA, the supplemental intervention program from the District's Core Reading program will be funded to support Targeted Intervention. In the area of math, supplemental math supports and intervention materials will be purchased with LREBG funds to support Math Labs for second, third, and fourth grade students. Teachers at those grade levels will participate in Math Labs with an Orange County Department of Education Math Coach, Student Achievement Teacher (SAT) and their Instructional Practices Coach (IPC). This action will fund the instructional supplemental materials to support Targeted Intervention. The research is very clear about intervention programs and their effectiveness. According to John Hattie's research (2008) intervention programs had a statistically significant impact (effect size) on student achievement. Response to Intervention (Rtl) has an effect size of 1.07 which means it is highly effective. In other words, if a district is successfully implementing Rtl, then</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>it is producing a 1.07 standard deviation greater impact on student outcomes (higher test scores) than a district that is not implementing RtI approaches or interventions.</p> <p>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.</p>		

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) (Number of deficiencies reported on SARC)	2023-24: Zero (0) deficiencies reported on SARC or Williams visit reports; all District facilities maintained and in good repair.	2024-25: Zero (0) deficiencies reported on SARC or Williams visit reports; all District facilities maintained and in good repair.		2027-28: Zero (0) deficiencies will be reported on SARC or Williams visit reports; all District facilities will continue to be maintained and in good repair.	No Difference from Baseline
3.2	Technology Maintenance Records and Usage Reports (Percentage of classrooms with internet and phone connectivity)	2023-24: 100% of all classrooms (n=295) maintained ample and continuous internet and phone connectivity.	2024-25: 100% of all classrooms (n=289) maintained ample and continuous internet and phone connectivity.		2027-28: 100% of all classrooms (n=approx. 275) will maintain ample and continuous internet and phone connectivity.	No Difference from Baseline in Percentage of classrooms. (Number of classrooms declined based on declining enrollment).
3.3	School Accountability Report Card (SARC)	2023-24: Zero (0) deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution.	2024-25: Zero (0) deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution.		2027-28: Zero (0) deficiencies will be reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution.	No Difference from Baseline
3.4	School Accountability Report Card (SARC) and Human Resources Staffing Reports	100% of MSD teachers (n=295) were appropriately assigned and credentialed.	2024-25: 100% of MSD teachers (n=289) were appropriately		2027-28: 100% of MSD teachers (n=approx. 275)	No Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			assigned and credentialed.		will be appropriately assigned and credentialed.	
3.5	Class Size Averages	For 2023-24, 100% of classrooms (n=295) class sizes were based on state and federal laws and labor agreements.	For 2024-25, 100% of classrooms (n=289) class sizes were based on state and federal laws and labor agreements.		For 2027-28, 100% of classrooms (n=approx. 275) class sizes will be based on state and federal laws and labor agreements.	No Difference from Baseline in Percentage of classrooms. (Number of classrooms declined based on declining enrollment).
3.6	Dashboard Self-Reflection Tool/School Climate and Instruction Survey (Student Responses) (Percent of students who agree/strongly agree).	District school climate survey of students (n=1,562) yielded the following findings: Climate: <ul style="list-style-type: none"> 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, 	2024-25 LCAP Survey (Learning Environment and Instruction): 4th-6th Grade Student Responses (n=1,459) Climate: 98% of students report their school has safe buildings and safe places to play. 98% of students report their school has areas that		2027-28 LCAP Survey (Learning Environment): 4th-6th Grade Student Responses (n=>1,200): 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	LCAP Student Survey Different from Baseline: Climate: Percent of students that reported their school has safe buildings and safe places to play declined 1.0%. Percent of students that reported their school has areas that meet their needs (classroom, library, playground,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>playground, cafeteria)</p> <ul style="list-style-type: none"> 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. <p>Instruction:</p> <ul style="list-style-type: none"> 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. 	<p>meet their needs (classroom, library, playground, cafeteria).</p> <p>89% of students report they feel comfortable going to a staff member at school when they have a problem.</p> <p>82% of students report that if they feel sad or worried, they know who to go to for help.</p> <p>Instruction:</p> <p>99% of students report they use technology as part of their learning at school.</p> <p>98% of students report their school provides them a chromebook device at school.</p>		<p>(classroom, library, playground, cafeteria).</p> <p>>82% of students report they feel comfortable going to a staff member at school when they have a problem.</p> <p>>87% of students report that if they feel sad or worried, they know who to go to for help.</p> <p>Instruction:</p> <p>>99% of students report they use technology as part of their learning at school.</p> <p>>99% of students report their school provides them a chromebook device at school.</p>	<p>cafeteria) increased 1.0%.</p> <p>Percent of students that reported they feel comfortable going to a staff member at school when they have a problem increased 7.0%.</p> <p>Percent of students that reported that if they feel sad or worried, they know who to go to for help declined 5.0%.</p> <p>Instruction:</p> <p>Percent of students that reported they use technology as part of their learning at school maintained at 99.0 %.</p> <p>Percent of students that reported their school provides them a</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						chromebook device at school decreased 1.0%.
3.7	Parent Engagement and School Climate Survey (Parent Responses) (Percent of parents who agree/strongly agree)		NEW BASELINE 2024-25 Parent Engagement and School Climate Responses (n=1,084): 92% of parent responses indicate that their child has access to technology at school.		2027-28 Parent Engagement and School Climate Responses: >92% of parent responses indicate that their child has access to technology at school.	Parent Engagement and School Climate Difference from Baseline: Percent of parent responses that indicated that their child has access to technology at school.-Maintained

Goal Analysis [2024-25]

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.

Goal 3 and Actions 1-7 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. All actions were implemented as planned for the 2024-25 school year. Success indicators include having 100% of students with their own updated devices and how they are able to transition successfully into utilizing instructional digital tools such as Pear Deck, Google Slides, and SeeSaw. This provides higher levels of engagement and participation that directly correlates with higher academic results as evident in Goal 2 metrics. Another indicator of success and implementation is measured through the student reflection surveys that show high percentages of agreement with statements such as 99% of students reported they use technology as part of their learning in school. Students utilized their own device to access District assessments, i-Ready diagnostics, i-Ready online individualized instruction, and state testing. This impacts efficiency with reporting student results so that teachers, Instructional Practices Coaches, and administrators can access scores and use them for data analysis in settings such as Data Dialogues that are described in Goal 2. A successful indicator for Goal 3 is also demonstrated with the evidence that 100% of students have direct access to instruction through 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.

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 3.2 decrease as a result in less devices needed to purchase during the 2024-25 school year.
Action 3.3 decrease as a result in less devices needed to purchase during the 2024-25 school year.
Action 3.5 increase as a result in higher project costs and a delay in projects from previous year that were carried-over and completed in the 2024-25 school year.

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

The actions in Goal 3 were all effective as measured by the current difference from the baseline. 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 2024-25, class sizes were based on state and federal laws and labor agreements.

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.

Metric 3.1, 3.2, 3.3 Baseline has the year 2023-24 added to provide all Educational Partners clarity on what year the data reported is referring to.

Metric 3.1 was updated to include the number of deficiencies reported for each year.

Metric 3.2 was updated to include the percentage of classrooms.

Metric 3.5 was updated to include the percentage of classrooms.

Metric 3.7 is a new metric that provides parent insight on Goal 3 programs and services.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$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 digital literacy. Magnolia School District has 80.5% 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 digital tools and innovation provides them long-term skills they will need to achieve college and career goals. In the article titled, How Technology is Leveling the Playing Field for Low-Income Students (J.Rahimi, 2024) Rahimi states that digital platforms and tools enable low-income students to engage with peers from around the world, exchange ideas, solve problems, and work on projects together. He continues to state that this connectivity fosters teamwork and helps students develop essential communication and collaboration skills. 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
3.3	Classroom Presentation Technology and Other Digital Tools and Resources	Interactive whiteboards/LED screens and document cameras are updated and serviced on a maintenance schedule to ensure that all classrooms have equipment necessary for innovative 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. Instructional staff and students will have access to interactive and innovative digital software, platforms and programs that will enhance learning, lesson planning, assessments, and feedback. This	\$643,838.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>action is principally directed to low-income students to provide innovative learning environments with the most up-to-date technology for a high quality instruction and educational experience. Magnolia School District has 80.5% 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. Research suggests that providing low-income students with devices to access digital tools and innovation provides them long-term skills they will need to achieve college and career goals. In the article titled, How Technology is Leveling the Playing Field for Low-Income Students (J.Rahimi, 2024) Rahimi states that digital platforms and tools enable low-income students to engage with peers from around the world, exchange ideas, solve problems, and work on projects together. He continues to state that this connectivity fosters teamwork and helps students develop essential communication and collaboration skills. The desired outcome for this goal is to meet the Technology Maintenance Records and Usage Reports metric established for this goal.</p>		
3.4	District Technology Personnel/Infrastructure	<p>A District technology team provides ongoing support for students and families through a help desk process and administration of hotspots and infrastructure. Infrastructure costs include equipment and services necessary for connectivity. A Science, Technology, Engineering, Arts, Mathematics (STEAM) Technician will support activities related to STEAM. This action is principally directed to low-income and Foster Youth students who tend to not have access to immediate support with technology and connectivity needs. The Casey Family Programs March (2024) article on How Can the Child Welfare System Help Youth and Families Access Needed Technology? stated Foster Youth and children of poverty often face a digital divide and computers and internet access should be considered a basic need for them. This action is principally directed to low-income students and English Learners. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard; SocioEconomically Disadvantaged: 43.32% of students met or exceeded standard. In Math based on the state assessment (SBAC): Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard;</p>	\$1,151,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard. The desired outcome for this goal is to meet the Technology Maintenance Records and Usage Reports metric established for this goal.		
3.5	Campus and Playground Supervision; Increased Access and Safety on Playgrounds	Staff will be provided for campus and 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 safe and connected supports student learning. The Learning Policy Institute published a brief titled, "Safe Schools, Thriving Students: What We Know About Creating Safe and Supportive Schools (DePaoli and McCombs, 2023) that found when students feel welcome and connected to their school communities, they have improved mental health, academic, and behavioral outcomes and are less likely to engage in high-risk behaviors. District student climate survey data indicates that 89% of students report they feel comfortable going to a staff member at school when they have a problem; 82% of students report that if they feel sad or worried, they know who to go to for help. Magnolia School District has 80.5% of families experiencing poverty and 0.5% are Foster Youth. 22.4% of Foster Youth and 20% of Low Income students were chronically absent in comparison to 18.3% of all students who have been identified to be chronically absent on the 2024 Dashboard. Although these two subgroups have higher chronic absenteeism percentages than the District overall percentage, it is important to note that both subgroups made a significant decrease in their chronic absenteeism percentage when you compare their 2023 and 2024 Chronic Absenteeism Indicator on the Dashboard: Low-income students made a 8.5% decrease and Foster Youth made a 4.7% decrease. Based on the 2024 Dashboard, 0.9% of low-income students were suspended at least one day and 1.8% of Foster Youth were suspended at least one day. Both subgroups decreased in their suspension percentages (low-income decreased 0.2% and Foster Youth decreased 4.4%) demonstrating overall progress. The goal of this action is	\$2,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to continue to decrease chronic absenteeism and suspension rates for low-income and Foster Youth on the 2025 Dashboard.		
3.6	Grade Span Adjustment Staffing	<p>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. This action is principally directed to low-income students, English Learners, and Foster youth. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard; SocioEconomically Disadvantaged: 43.32% of students met or exceeded standard; Foster Youth: 21.05% met or exceeded standard.</p> <p>Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard; SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard; Foster Youth: 21.05% met or exceeded standard.</p> <p>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.</p>	\$5,100,252.00	Yes
3.7	Site Custodial and Maintenance Staff	<p>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 98% of students report their school has safe buildings and safe places to play; 98% of students report their school has areas that meet their needs (classroom, library, playground, cafeteria). The goals of this action is to</p>	\$1,098,134.00	Yes

Action #	Title	Description	Total Funds	Contributing
		maintain a record of "No Deficiencies" on SARC reports in the area of District facilities maintained and in good repair.		

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.

<p>Magnolia School District (MSD) continues to make great strides in the area of student engagement and attendance. MSD was identified for Differentiated Assistance as a result of the 2022 Dashboard results for Chronic Absenteeism and Suspensions. As a result, Goal 4 was developed to address chronic absenteeism and the data reflects the success of this goal. MSD exited Differentiated Assistance status but will continue to enhance the programs and services to address chronic absenteeism.</p> <p>MSD has made significant improvements in chronic absenteeism rates by significantly decreasing the percentage of students who are chronically absent. A significant decrease in chronically absent students is demonstrated when comparing the 2023 Dashboard Chronic Absenteeism Indicator where 26.4% of students were chronically absent and on the 2024 Dashboard Chronic Absenteeism Indicator only 18.3% of students were chronically absent. This is a significant decline in one year. In addition, MSD has no subgroups in the Red Performance Level on the 2024 Dashboard. MSD attributes these improvements to the strategic implementation of Goal 4 and the actions that address chronic absenteeism.</p> <p>Another highlight for MSD is the exit of the last Additional Targeted Support and Improvement (ATSI) school - Juliette Low School of the Arts. They were identified for ATSI based on the following data: 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)</p>
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Based on the 2024 Dashboard, Juliette Low School of the Arts has exited the ATSI status. As a school, they decreased their chronic absenteeism rate by 8.0% and have no subgroups in the Red Performance Level.

On the 2024 Dashboard, only one MSD school has a subgroup with a Red Performance Level for chronic absenteeism:
Baden-Powell School: 37.4% students chronically absent.

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 (CA Dashboard Performance Level based on percent of chronically absent students)	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 Yellow Performance Level (32.9% chronically absent)	2024 Dashboard Chronic Absenteeism: Districtwide: Yellow Performance Level (18.3% Chronically Absent) English Learners: Yellow Performance Level (16.9% Chronically Absent) Foster Youth: Orange Performance Level (22.4% Chronically Absent) Homeless: Yellow Performance Level (20.2% Chronically Absent)		2026 Dashboard Chronic Absenteeism: District: Green Performance Level or Higher (<15% Chronically Absent) English Learners: Green Performance Level or Higher (<15% Chronically Absent) Foster Youth: Green Performance Level or Higher (<15% Chronically Absent) Homeless: Green Performance Level or Higher (<15%	Chronic Absenteeism Difference from Baseline: District: Maintained Performance Level (Declined Chronic Absenteeism Percentage by 8.1%) English Learners: Maintained Performance Level (Declined Chronic Absenteeism Percentage by 8.2%) Foster Youth: Maintained Performance Level (Declined Chronic Absenteeism Percentage by 4.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Socioeconomically Disadvantaged: Yellow Performance Level (20.0% Chronically Absent)</p> <p>Students with Disabilities: Yellow Performance Level (24.5% Chronically Absent)</p> <p>NEW BASELINE:</p> <p>Lord Baden-Powell: Students with Disabilities Red Performance Level (37.4% Chronically Absent)</p>		<p>Chronically Absent)</p> <p>Socioeconomically Disadvantaged: Green Performance Level or Higher (<15% Chronically Absent)</p> <p>Students with Disabilities: Green Performance Level or Higher</p> <p>Lord Baden-Powell: Students with Disabilities Green Performance Level or Higher (<15% Chronically Absent)</p>	<p>Homeless: Maintained Performance Level (Declined Chronic Absenteeism Percentage by 7.6%)</p> <p>Socioeconomically Disadvantaged: Maintained Performance Level (Declined Chronic Absenteeism Percentage by 8.5%)</p> <p>Students with Disabilities: Maintained Performance Level (Declined Chronic Absenteeism Percentage by 8.4%)</p> <p>Lord Baden-Powell: Students with Disabilities N/A</p>
4.2	Saturday Academy Attendance	<p>2023-24</p> <p>454 students attended 371 qualified for ADA.</p>	<p>2024-25</p> <p>293 students attended</p>		<p>Will no longer be funded as of 2025-26</p>	<p>Difference in Saturday Academy Attendance from Baseline:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		This resulted in 82% of those who attended Saturday Academy qualified for ADA.	232 qualified for ADA. This resulted in 81% of those who attended Saturday Academy qualified for ADA.			Decline of 161 students who attended Saturday Academy Decline of 1.0% of those who attended Saturday Academy and qualified for ADA.
4.3	Dashboard Self-Reflection Tool/School Climate Survey (Student Responses) (Percent of students who agree/strongly agree)	2023-24 District school climate survey of students (n=1,562) yielded the following findings: <ul style="list-style-type: none"> 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) 95% of students report 	District school climate survey of students (n=1,459) yielded the following findings: <ul style="list-style-type: none"> 98% of students report their school has safe buildings and safe places to play. 98% of students report their school has areas that meet their needs 		District school climate survey of students (n=>1,300) will yield the following findings: <ul style="list-style-type: none"> >98% of students report their school has safe buildings and safe places to play. >98% of students report their school has areas that meet their needs (classroom, library, playground, cafeteria) >97% of students report school staff members are 	Student Climate Survey Difference from Baseline: Percent of students who reported their school has safe buildings and safe places to play - Declined 1.0% Percent of students who reported their school has areas that meet their needs (classroom, library, playground, cafeteria) - Increased 1.0% Percent of students who

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>school staff members are friendly and helpful.</p> <ul style="list-style-type: none"> • 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, they know who to go to for help. • 98% of students report it is very important for them to attend school every day. 	<p>(classroom, library, playground, cafeteria)</p> <ul style="list-style-type: none"> • 96% 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. • 89% of students report they feel comfortable going 		<p>friendly and helpful.</p> <p>>99% of students report their teacher, or another adult helps them when they don't understand something in class.</p> <p>>89% of students report they feel comfortable going to a staff member at school when they have a problem.</p> <p>>87% of students report that if they feel sad or worried, they know who to go to for help at school.</p> <p>>98% of students report it is very important for them to attend school every day.</p> <p>>91% of students report that students in the school are kind to each other.</p>	<p>reported school staff members are friendly and helpful. - Increased 1.0%</p> <p>Percent of students who reported their teacher, or another adult helps them when they don't understand something in class. - Maintained at 99.0%</p> <p>Percent of students who reported they feel comfortable going to a staff member at school when they have a problem.- Increased 7.0%</p> <p>Percent of students who reported that if they feel sad or worried, they know who to go to for help at school.- Decreased 5.0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> 89% of students report that students in the school are kind to each other. 87% of students report they like to come to school. 	<ul style="list-style-type: none"> to a staff member at school when they have a problem. 82% of students report that if they feel sad or worried, they know who to go to for help. 98% of students report it is very important for them to attend school every day. 91% of students report that students in the school are kind 		<p>>87% of students report they like to come to school.</p>	<p>Percent of students who reported it is very important for them to attend school every day. - Maintained 98.0%</p> <p>Percent of students who reported that students in the school are kind to each other.- Increased 2.0%</p> <p>Percent of students who reported they like to come to school. - Maintained 87%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>to each other.</p> <ul style="list-style-type: none"> 87% of students report they like to come to school. 			
4.4	<p>Suspension Rate Indicator (CA School Dashboard)</p> <p>(Percent of students suspended at least one day)</p>		<p>NEW BASELINE:</p> <p>2024 Dashboard Suspension Rate:</p> <p>District: Green Performance Level (0.9% Suspended at least one day)</p> <p>English Learners: Green Performance Level (1.0% Suspended at least one day)</p> <p>Foster Youth: Green Performance Level (1.8% Suspended at least one day)</p> <p>Homeless: Green Performance Level (0.9% Suspended at least one day)</p>		<p>2027 Dashboard Suspension Rate:</p> <p>District: Green Performance Level or Higher (<0.9% Suspended at least one day)</p> <p>English Learners: Green Performance Level or Higher (<0.9% Suspended at least one day)</p> <p>Foster Youth: Green Performance Level or Higher (<0.9% Suspended at least one day)</p>	<p>Suspension Rate Difference from Baseline:</p> <p>N/A</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Socioeconomically Disadvantaged: Green Performance Level (0.9% Suspended at least one day)</p> <p>Students with Disabilities: Green Performance Level (0.6% Suspended at least one day)</p>		<p>Homeless: Green Performance Level or Higher (<0.9% Suspended at least one day)</p> <p>Socioeconomically Disadvantaged: Green Performance Level or Higher (<0.9% Suspended at least one day)</p> <p>Students with Disabilities: Green Performance Level or Higher (<0.9% Suspended at least one day)</p>	

Goal Analysis [2024-25]

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.

Goal 4 was added to the LCAP to address chronic absenteeism and to enhance supports and strategies to increase student attendance and participation in schools. As a result of the implementation of all planned actions in Goal 4, a significant decrease in student chronic absenteeism is evident. On the 2022 Dashboard, the Magnolia School (MSD) District Chronic Absenteeism Indicator was marked as Very High with 29.8% of student chronically absent. As of the 2024 Dashboard, MSD decreased this rate to 18.3% of students chronically absent. The implementation of Goal 4 Actions 1 through 4 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. In 2023-24, Saturday Academy continued to be enhanced to increase participation and engagement which resulted in more students being able to recover an attendance day. Each

Saturday Academy has 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. Although only two Saturday Academies were held in 2024-25 as compared to three sessions in previous year, we still had a total of 293 students attend and 254 days of ADA were recouped for the 2024-25 school year. Another strategy that contributes to the decrease in chronic absenteeism is the ongoing review of the Student Attendance Review Board (SARB) process which now includes 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 2024-25 school year, the MSD Attendance Handbook was implemented to support school sites with protocols and resources around attendance. This handbook continued to assist 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 Student and Attendance Engagement Teams continued 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 and for seven out of the nine schools the additional support of Community Schools Liaisons and Community Schools Social Workers played a role on the team.

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 4.1 increased as a result of additional contracted services for Saturday Academy sessions.

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

The Actions under Goal for proved to be effective for Magnolia School District and it resulted in the exit out of Differentiated Assistance for Chronic Absenteeism and a decrease of students who were chronically absent from 26.4% to 18.3% (CA School Dashboard) was reported. Goal 4 Actions provided Magnolia School District (MSD) students opportunities to be engaged in school and had higher level of attendance. The 2022 Dashboard showed that (MSD) had 29.8% of students chronically absent. As of the 2024 Dashboard, this percentage decreased to 18.3% students chronically absent. This decrease is significant and largely as a result of the programs and services described in Goal 4. Another significant data point that demonstrates the effectiveness of these actions is that there are zero subgroups in the Red Performance Level for Chronic Absenteeism on the 2024 Dashboard. This is very significant because it demonstrates that students are experiencing higher levels of engagement and positive behavior. MSD went from a Yellow Performance Level on the 2023 Dashboard for Suspension Rate to a Green Performance Level on the 2024 Dashboard for Suspension Rate. This signifies more student engagement and participation.

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.

Metric 4.1 contains a new Baseline in Year 1 as a result of the 2024 Dashboard. Baden-Powell School received a Red Performance Level in Chronic Absenteeism for Students with Disabilities.

Metric 4.1 was updated to include the percentage of Chronically Absent to all the subgroups in the Target Year 3 Outcome column. Currently, it only had the percentage for the District Overall and for consistency and transparency to all Educational Partners, the subgroup percentages were added to the metric.

Action 4.2 shows a decrease in attendance for Saturday Academy for the 2024-25 school year. This action did result in recovery of ADA but beginning in 2025-26, this action will no longer be funded. Magnolia will look into guidance on implementing Attendance Recovery actions through the Expanded Learning Opportunities Program to support a more rigorous effort to support students who are chronically absent.

Metric 4.3 was updated to include the school year in the Baseline column to provide clarity to all Educational Partners.

Metric 4.3 was updated to include specific targets for each survey statement in the Target Year 3 Outcome column to provide more clarity and transparency to all Educational Partners. Previously, there was one target for all the survey statements. The new update includes a specific target for each statement.

Metric 4.4 is a new metric with a new Baseline measuring Suspension Rates. This metric will be used to measure Goal 4 actions that are planned to reduce suspensions and chronic absenteeism and increase attendance and participation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance Recovery	Provide Attendance Recovery 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 during after school activities.	\$100,000.00	No
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

Action #	Title	Description	Total Funds	Contributing
4.3	Student and Attendance Engagement Teams	<p>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.</p> <p>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.</p>	\$0.00	No
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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$17,745,225	\$2,159,473

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
34.857%	0.000%	\$0.00	34.857%

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	<p>Action: School Office Support</p> <p>Need: Magnolia School District serves a total population of approximately 4,900 with 40.9% English Learners. This action is principally directed to English Learners as a result of the state data demonstrating that all nine elementary schools meet the 15% and above translation needs in Spanish and one school in</p>	<p>+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.</p> <p>+Having at least one bilingual office staff member ensures that English Learner families receive</p>	<p>+Climate Surveys Metrics 1.9 and 1.10.</p> <p>+Ensure all nine schools are staffed with at least one bilingual office staff member.</p>

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
	<p>Vietnamese as measured by the CA Department of Education (dq.cde.ca.gov/dataquest/). The Magnolia School District percentages range from 16.85% - 57.34%.</p> <p>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 and it has helped increase parent participation in their child's education.</p> <p>Scope: LEA-wide</p>	<p>important communication in a language that is accessible to them.</p> <p>+A bilingual office staff member is a direct connection with English learner families. They are the first point of contact and can direct English learner families to other services and support providers such as the Parent Involvement Liaison at the school site.</p> <p>+These actions are being provided on an Districtwide basis at all nine elementary schools 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% - 57.34%.</p> <p>+This service is meeting the needs of English Learner families as evident in the 2024-25 parent LCAP survey results with 96% (1,084 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.</p>	
1.2	<p>Action: Office Staff Training</p> <p>Need: Magnolia School District (MSD) serves approximately 4,900 students with 80.5% designated as low income students. As a</p>	<p>+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.</p>	+Climate Surveys Metrics 1.9 and 1.10

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
	<p>result of the research that suggests that students of poverty do not always feel comfortable approaching school staff. Based on our District's high percentage of Low Income families and the need to continue to provide our Low Income families with high customer service and support, MSD continues to demonstrate a need for front office staff training.</p> <p>Recent 2024-25 District parent engagement survey data shows a small improvement:</p> <p>92% of parent responses indicate that the school staff builds a trusting and respectful relationship with families. This is a 1% increase when compared to the previous 2023-24 parent responses.</p> <p>94% of parent responses indicate the school creates a welcoming environment for all families in the community. This is a 1% increase when compared to the previous 2023-24 parent responses.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>+Our District will continue to build relationships between school staff and low income families. The front office staff are the people many of our 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.</p> <p>+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 students outcomes such as attendance, engagement, academic outcomes, social emotional learning, etc,:</p> <p>---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.</p> <p>---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.</p> <p>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).</p>	

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 being provided on a Districtwide basis because Magnolia School District has a high Low-income student population (80.5%) and this action provides students and families of Low-income status more access to services and support by feeling welcomed when they come to their child's school.	
1.6	<p>Action: Homeless/Foster Youth Liaison</p> <p>Need: Due to the increase of support needed for Foster Youth and their families, an additional site has been designated as a Project HERO site and a dedicated staff member is needed to ensure services are provided to Foster Youth.</p> <p>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</p>	<p>+Project HERO provides a range of services including securing food, clothing, transportation, housing assistance, health services, extended learning programs, and financial literacy classes.</p> <p>+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.</p> <p>+Stabilize families by coordinating with community programs and wrap around programs to support students and families.</p> <p>+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 0.5% 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.</p>	<p>+Attendance Rate - Metric 1.1</p> <p>+CA School Dashboard Chronic Absenteeism - Metric 1.2</p> <p>+CA School Dashboard Suspension Rate - Metric 1.3</p>

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	<p>HERO program is a valuable service to their family.</p> <p>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:</p> <ul style="list-style-type: none"> -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) <p>Scope: LEA-wide</p>	<p>+This service will continue to be provided Districtwide based on the evidence of effectiveness: A decrease in the number of Foster Youth being suspended from school and a decrease in the percentage of Foster Youth who are chronically absent from school. Foster Youth made a 4.7% decrease in Chronic Absenteeism and a 4.4% decrease in Suspension Rate when you compare the 2023 and 2024 Dashboard results.</p>	
1.7	<p>Action: Health Clerk Services</p> <p>Need: Magnolia School District has 80.5% of families experiencing poverty and 0.5% are Foster</p>	<p>+All schools receive at least 7 hours of Health Clerk services to support student health and follow-up on attendance issues.</p> <p>+Health Clerks will provide low-income students and Foster Youth who are experiencing chronic</p>	<p>+Attendance Rate - Metric 1.1</p> <p>+CA School Dashboard Chronic Absenteeism - Metric 1.2</p>

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	<p>Youth. 22.4% of Foster Youth and 20% of Low Income students were chronically absent in comparison to 18.3% of all students who have been identified to be chronically absent on the 2024 Dashboard. Although these two subgroups have higher chronic absenteeism percentages than the District overall percentage, it is important to note that both subgroups made a significant decrease in their chronic absenteeism percentage when you compare their 2023 and 2024 Chronic Absenteeism Indicator on the Dashboard:</p> <p>+Low-income students made a 8.5% decrease +Foster Youth made a 4.7% decrease</p> <p>There is still an identified need due to 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.</p> <p>Through outreach with low-income students and Foster Youth families we learned that many of these families appreciate the connection with a school staff member, specifically the Health Clerk, that provide support and strategies that assist them in ensuring their child is at school every day.</p> <p>Scope: LEA-wide</p>	<p>absenteeism with additional supports and resources such as check-ins and positive reinforcement when they attend school on a regular basis.</p> <p>+This service provides a consistent school health staff member making connections with families in order to have a significant impact on the increase of student attendance.</p> <p>+Magnolia School District was recognized with the 2022 California Pivotal Practice (CAPP) Award for the impact the Student and Attendance Engagement Teams made on student attendance. This team includes all Health Clerks and they continue to be an integral part of this team and support students and families on a daily basis with health and attendance related concerns.</p> <p>+Based on the effectiveness of this service across the District, it will continue to be provided on a Districtwide basis. Both subgroups made a significant decrease in their chronic absenteeism percentage when you compare their 2023 and 2024 Chronic Absenteeism Indicator on the Dashboard:</p> <p>+Low-income students made a 8.5% decrease +Foster Youth made a 4.7% decrease</p>	<p>+Climate Surveys - Metric 1.9 and 1.10</p>

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
1.8	<p>Action: Social Worker/Counseling Services</p> <p>Need: Magnolia School District has 80.5% of families experiencing poverty and 0.5% are Foster Youth. 22.4% of Foster Youth and 20% of Low Income students were chronically absent in comparison to 18.3% of all students who have been identified to be chronically absent on the 2024 Dashboard. There is an achievement gap between low-income students and Foster Youth when compared to the overall District data. Although these two subgroups have higher chronic absenteeism percentages than the District overall percentage, it is important to note that both subgroups made a significant decrease in their chronic absenteeism percentage when you compare their 2023 and 2024 Chronic Absenteeism Indicator on the Dashboard: +Low-income students made a 8.5% decrease +Foster Youth made a 4.7% decrease</p> <p>The goal of this action is to decrease the number of low-income and Foster Youth being suspended from school and decrease the percentage of chronically absent students. This would result in the increase of supports and services to ensure low-income students and Foster Youth do not miss academic, behavioral and social-emotional learning due to a suspension or absence from school.</p> <p>Through outreach with low-income and Foster Youth students and families we learned that</p>	<p>+A District team of nine social workers will provide mental health services to all nine elementary schools.</p> <p>+This service provides a Social Worker at each school site and they directly connect with students and families which has a significant impact on higher student attendance and lower suspension rates.</p> <p>+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 ensure their child is attending school on a regular basis.</p> <p>+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.</p> <p>+Social Workers support with student behaviors and provide strategies and resources to ensure students stay in school and are not suspended from school. They collaborate with the Behavior Interventionist at their school to ensure there is consistency and additional support if needed.</p> <p>+Magnolia School District was recognized with the 2022 California Pivotal Practice (CAPP) Award for the impact of Student Attendance and Engagement Teams that included social workers as part of this team.</p>	<p>+Attendance Rate - Metric 1.1</p> <p>+CA School Dashboard Chronic Absenteeism - Metric 1.2</p> <p>+CA School Dashboard Suspension Rate - Metric 1.3</p> <p>+Climate Surveys - Metric 1.9 and 1.10</p>

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	<p>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 and has access to mental health resources on a daily basis.</p> <p>Scope: LEA-wide</p>	<p>+Provide wrap around and counseling services (Olive Crest) to support students in crisis.</p> <p>+Based on the effectiveness of this service across the District, it will continue to be provided on a Districtwide basis. Both subgroups made a significant decrease in their chronic absenteeism percentage when you compare their 2023 and 2024 Chronic Absenteeism Indicator on the Dashboard:</p> <p>-Low-income students made a 8.5% decrease -Foster Youth made a 4.7% decrease</p>	
1.9	<p>Action: Behavior Interventionist Services</p> <p>Need: The need of Foster Youth and low-income students is to provide them resources and support to ensure they are engaged and participating in school.</p> <p>The goal of this action is to decrease the number of low-income and Foster Youth being suspended from school and decrease the percentage of chronically absent students. Low-income students maintained their suspension rate with a 0.2% slight decrease in students suspended at least one day and Foster Youth made a 4.4% decrease in in their suspension rate when you compare the 2023 and 2024 Dashboard results. Low-income students made a 8.5% decrease in Chronic Absenteeism and Foster Youth made a 4.7%</p>	<p>+A District team of Behavior Interventionists are assigned based upon student and program needs at all nine elementary schools.</p> <p>+Provide low-income students and Foster Youth with immediate access to necessary mental health services and support families with direct connection to a Behavior Interventionist depending on the behavior needs of the student.</p> <p>+This service provides each school with a Behavior Interventionist onsite supporting students with strategies that assist them in de-escalating so they can participate and engage in school. The goal of this service is to have a significant impact on higher student attendance and lower suspension rates.</p> <p>+Behavior Interventionists are part of the Student Attendance and Engagement Team and attend SART and SARB meetings for students on their</p>	<p>+Attendance Rate - Metric 1.1</p> <p>+CA School Dashboard Chronic Absenteeism - Metric 1.2</p> <p>+CA School Dashboard Suspension Rate - Metric 1.3</p> <p>+Climate Surveys - Metric 1.9 and 1.10</p>

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	<p>decrease in Chronic Absenteeism when you compare the 2023 and 2024 Dashboard results. Although there are decreases in the chronic absenteeism indicator, 22.4% Foster Youth and 20% of Low-income students are still chronically absent. The implementation of this action would result in the increase of supports and services to ensure low-income students and Foster Youth do not miss academic, behavioral and social-emotional learning due to a suspension or absence from school.</p> <p>Through outreach with low-income and Foster Youth students and 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 and has access to mental health resources on a daily basis.</p> <p>Scope: LEA-wide</p>	<p>caseload. They also support with Project HERO (Homeless Education Renewing Opportunities) intakes and help connect families with support to ensure their child is attending school on a regular basis.</p> <p>+Behavior Interventionists support student behaviors and provide strategies and resources to teachers and other instructional staff to ensure students stay in school and are not suspended from school. They collaborate with school Social Workers if there is a higher need for the student.</p> <p>+Based on the effectiveness of this service across the District, it will continue to be provided on a Districtwide basis. Both subgroups made a significant decrease in their chronic absenteeism percentage when you compare their 2023 and 2024 Chronic Absenteeism Indicator on the Dashboard:</p> <p>-Low-income students made a 8.5% decrease -Foster Youth made a 4.7% decrease</p>	
1.10	<p>Action: Attendance Incentive Programs and Partnerships</p> <p>Need: Magnolia School District has 80.5% of families experiencing poverty and 0.5% are Foster Youth. 22.4% of Foster Youth and 20% of Low Income students were chronically absent in comparison to 18.3% of all students who</p>	<p>+All schools receive a \$1,000 allocation for various attendance incentive programs, including communications, awareness, and recognition programs.</p> <p>+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.</p>	<p>+Attendance Rate - Metric 1.1</p> <p>+CA School Dashboard Chronic Absenteeism - Metric 1.2</p> <p>+CA School Dashboard Suspension Rate - Metric 1.3</p>

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	<p>have been identified to be chronically absent on the 2024 Dashboard. Although these two subgroups have higher chronic absenteeism percentages than the District overall percentage, it is important to note that both subgroups made a significant decrease in their chronic absenteeism percentage when you compare their 2023 and 2024 Chronic Absenteeism Indicator on the Dashboard:</p> <p>+Low-income students made a 8.5% decrease +Foster Youth made a 4.7% decrease</p> <p>Based on 2023 Dashboard, Two or More Races subgroup received a Red Performance Level in Chronic Absenteeism. Juliette Low School of the Arts will monitor chronic absenteeism for the following subgroups who received a Red Performance Level in chronic absenteeism - English Learners, Socioeconomically Disadvantaged, Hispanic, and White.</p> <p>Based on the 2024 Dashboard, Baden-Powell School received a Red Performance Level in Chronic Absenteeism for their Students with Disabilities subgroup.</p> <p>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 will continue to provide additional support to address chronic absenteeism.</p> <p>Through outreach with low-income students and Foster Youth families we learned that</p>	<p>+Student Attendance and Engagement 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.</p> <p>+Based on the effectiveness of this service across the District, it will continue to be provided on a Districtwide basis. Both subgroups made a significant decrease in their chronic absenteeism percentage when you compare their 2023 and 2024 Chronic Absenteeism Indicator on the Dashboard:</p> <p>-Low-income students made a 8.5% decrease -Foster Youth made a 4.7% decrease</p>	<p>+Climate Surveys - Metric 1.9 and 1.10</p>

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	<p>many of these students and families appreciate the school incentives and partnership with GRIP to support with attendance-related issues and receive strategies and resources to assist them.</p> <p>Scope: LEA-wide</p>		
1.11	<p>Action: School Positive Behavioral Interventions and Supports (PBIS)</p> <p>Need: The need for Foster Youth and Low-income students is access to mental health services and positive disciplinary activities. The need includes decreasing suspensions and chronically absenteeism so that Foster Youth and Low-income students can participate and engage in services that provide them more access to mental health services and positive disciplinary activities.</p> <p>The data demonstrates that Low-income students maintained their suspension rate with a 0.2% slight decrease in students suspended at least one day and Foster Youth made a 4.4% decrease in in their suspension rate when you compare the 2023 and 2024 Dashboard results. Low-income students made a 8.5% decrease in Chronic Absenteeism and Foster Youth made a 4.7% decrease in Chronic Absenteeism when you compare the 2023 and 2024 Dashboard</p>	<p>+All schools receive a \$3000 allocation for various PBIS programs including communications, program monitoring tools, specific intervention resources and materials, PBIS committee meetings and training, and recognition programs.</p> <p>+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 supports to address behaviors that lead to students being suspended from school.</p> <p>+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.</p> <p>+Student Attendance and Engagement 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.</p> <p>+Based on the effectiveness of this service across the District, it will continue to be provided on a Districtwide basis. Both subgroups made a</p>	<p>+Attendance Rate - Metric 1.1</p> <p>+CA School Dashboard Chronic Absenteeism - Metric 1.2</p> <p>+CA School Dashboard Suspension Rate - Metric 1.3</p> <p>+Climate Surveys - Metric 1.9 and 1.10</p>

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	<p>results. Although there are decreases in the chronic absenteeism indicator, 22.4% Foster Youth and 20% of Low-income students are still chronically absent.</p> <p>Based on 2023 Dashboard, Two or More Races subgroup received a Red Performance Level in Chronic Absenteeism. Juliette Low School of the Arts will monitor chronic absenteeism for the following subgroups who received a Red Performance Level in chronic absenteeism - English Learners, Socioeconomically Disadvantaged, Hispanic, and White.</p> <p>Based on the 2024 Dashboard, Baden-Powell School received a Red Performance Level in Chronic Absenteeism for their Students with Disabilities subgroup.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>significant decrease in their chronic absenteeism percentage when you compare their 2023 and 2024 Chronic Absenteeism Indicator on the Dashboard:</p> <p>-Low-income students made a 8.5% decrease -Foster Youth made a 4.7% decrease</p>	
1.12	<p>Action: Social-Emotional Learning (SEL)/Anti-Bullying Programs and Resources</p> <p>Partially funded with Learning Recovery Emergency Block Grant (LREBG) Funds</p>	<p>+All schools will receive District support and resources for implementation of site-level SEL program implementation and anti-bullying education.</p>	<p>+Attendance Rate - Metric 1.1</p> <p>+CA School Dashboard Chronic Absenteeism - Metric 1.2</p>

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	<p>(Amount \$502,000.00)</p> <p>Need: 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 and do not always have immediate access to necessary mental health services and positive discipline activities.</p> <p>The identified need is based on the Magnolia School District data: 80.5% of families experiencing poverty and 0.5% are Foster Youth. 22.4% of Foster Youth and 20% of Low Income students were chronically absent in comparison to 18.3% of all students who have been identified to be chronically absent on the 2024 Dashboard. Although these two subgroups have higher chronic absenteeism percentages than the District overall percentage, it is important to note that both subgroups made a significant decrease in their chronic absenteeism percentage when you compare their 2023 and 2024 Chronic Absenteeism Indicator on the Dashboard: +Low-income students made a 8.5% decrease +Foster Youth made a 4.7% decrease</p> <p>Another identified need is based on 2023 Dashboard, Two or More Races subgroup received a Red Performance Level in Chronic Absenteeism. Juliette Low School of the Arts will monitor chronic absenteeism for the</p>	<p>+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).</p> <p>+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.</p> <p>+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.</p> <p>+Student Attendance and Engagement 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.</p> <p>+Based on the effectiveness of this service across the District, it will continue to be provided on a Districtwide basis. Both subgroups made a significant decrease in their chronic absenteeism percentage when you compare their 2023 and</p>	<p>+CA School Dashboard Suspension Rate - Metric 1.3</p> <p>+Climate Surveys - Metric 1.9 and 1.10</p>

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	<p>following subgroups who received a Red Performance Level in chronic absenteeism - English Learners, Socioeconomically Disadvantaged, Hispanic, and White.</p> <p>Based on the 2024 Dashboard, Baden-Powell School received a Red Performance Level in Chronic Absenteeism for their Students with Disabilities subgroup.</p> <p>Based on the Magnolia School District LREBG Needs Assessment, all nine elementary schools received a "Very High" or "High" status level on the Chronic Absenteeism Indicator. It is important to note that although all nine elementary schools received these status levels, all nine schools declined significantly in their chronic absenteeism percentage as compared to the previous year.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>2024 Chronic Absenteeism Indicator on the Dashboard:</p> <p>-Low-income students made a 8.5% decrease -Foster Youth made a 4.7% decrease</p> <p>+The American Psychological Association in their May 2024 article, Mental Health Effects of Poverty, Hunger, and Homelessness on Children and Teens, states that school-age children who experience severe hunger are at increased risk for poor mental health and lower academic performance, and often fall behind their peers in social and emotional skills (apa.org).</p>	
2.1	<p>Action: Professional Development</p> <p>Need:</p>	<p>+The goal of this action is to meet the desired outcomes on the Academic State Indicator in ELA and Math on the CA School Dashboard as reflected in the metric outcomes for this goal.</p>	<p>+SBAC ELA Metric 2.1</p> <p>+SBAC Math Metric 2.2</p>

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	<p>The identified need is that Unduplicated Pupils show an achievement gap. In ELA, the state assessment (SBAC) shows: Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard; SocioEconomically Disadvantaged: 43.32% of students met or exceeded standard; and Foster Youth: 21.05% met or exceeded standard. In Math, the state assessment (SBAC) shows: Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard; SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard; and Foster Youth: 21.05% met or exceeded standard.</p> <p>The identified need also includes the following subgroups and schools that received a Red Performance Level on specific State Indicators based on the 2024 Dashboard, :</p> <p>District: Students with Disabilities- Academic Indicator (ELA) 82 points below standard; Long-Term English Learner - Academic Indicator (Math) 103 points below standard;</p> <p>Dr. Albert Schweitzer Leadership Academy: Students with Disabilities Academic Indicator (ELA) 91.5 points below standard; Students with Disabilities Academic Indicator (Math)</p>	<p>+Comprehensive professional development for teachers that is aligned to research-based and high-quality curriculum, Common Core State Standards, instructional strategies, and assessment practices.</p> <p>+Induction for beginning teachers and PAR for experienced teachers will also be provided.</p> <p>+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.</p> <p>+As a result of exiting Differentiated Assistance for the significant growth in ELA and Math for Foster Youth and the ability to replicate these efforts across the District, this service will continue to be provided on a Districtwide basis.</p>	<p>+Local Reading Assessment Metric 2.3</p> <p>+Local Math Assessment Metric 2.4</p> <p>+ELPAC Metric 2.6</p> <p>+Reclassification Metric 2.7</p> <p>+English Learner Indicator Metric 2.8</p>

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	<p>105.2 points below standard;</p> <p>Marshall School: English Learner - English Learner Progress Indicator 37.3% making progress towards English proficiency;</p> <p>Walter School: Students with Disabilities Academic Indicator (ELA) 133.2 points below standard; Students with Disabilities Academic Indicator (Math) 141.6 points below standard;</p> <p>Juliette Low School of the Arts: English Learners - English Learner Progress Indicator 39.4% making progress towards English proficiency;</p> <p>Baden-Powell School: Students with Disabilities Academic Indicator (ELA) 81.7 points below standard;</p> <p>Maxwell School: Students with Disabilities Academic Indicator (ELA) 96.8 points below standard;</p> <p>The Association for Supervision and Curriculum Development (ASCD) adds that studies show well-prepared and well-supported teachers are important for all</p>		

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	<p>students, but especially for students who come to school with greater needs.</p> <p>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. Data continues to show an achievement gap in ELA based on the state assessment (SBAC).</p> <p>Scope: LEA-wide</p>		
2.2	<p>Action: Instructional Support Services: Instructional Practices Coaches (IPCs), Student Achievement Teachers (SATs), Science, Technology, Engineering, Arts, and Mathematics (STEAM) Teachers</p> <p>Partially funded with Learning Recovery Emergency Block Grant (LREBG) Funds (Amount \$485,000.00)</p> <p>Need: This action is principally directed to low-income students, English Learners, and Foster youth. Data continues to show an</p>	<p>+Every school will have an Instructional Practices Coach (IPC) to provide ongoing job-embedded coaching, professional development, and coordination of targeted student intervention programs.</p> <p>+Facilitate Data Dialogue Days four times a year with each grade level at their school.</p> <p>+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, low-income students and Foster Youth.</p>	<p>+SBAC ELA Metric 2.1</p> <p>+SBAC Math Metric 2.2</p> <p>+Local Reading Assessment Metric 2.3</p> <p>+Local Math Assessment Metric 2.4</p> <p>+ELPAC Metric 2.6</p> <p>+Reclassification Metric 2.7</p>

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	<p>achievement gap in ELA based on the state assessment (SBAC): Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard; SocioEconomically Disadvantaged: 43.32% of students met or exceeded standard; Foster Youth: 21.05% met or exceeded standard; and Students with Disabilities: 18.69% met or exceeded standard.</p> <p>Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard; SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard; Foster Youth: 21.05% met or exceeded standard; and Students with Disabilities: 17.16% met or exceeded standard.</p> <p>Based on the 2024 Dashboard, the following subgroups and Schools received a Red Performance Level on specific State Indicators and a specific action will be implemented to address how the District and school sites will increase student achievement:</p> <p>Districtwide Students with Disabilities scored 82 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and Long-Term English Learners scored 103 points below standard and received a Red Performance Level on the Academic Indicator (Math). Each IPC will collaborate with each</p>	<p>+Three Science, Technology, Engineering, Arts, and Mathematics (STEAM) Teachers will enhance the academic program to include high-interest, engaging, and targeted lessons for all students.</p> <p>+Through Learning Recovery Emergency Block Grant (LREBG) Funds, three Student Achievement Teachers (SATs) will support professional development and coaching in the areas of English Language Arts and Math and other school specific needs. This action is supported by the results of the LREBG Needs Assessment that demonstrate a continued need to support professional growth and coaching in the core areas of instruction. Most schools show progress in meeting the Distance From Met targets on the state assessments in both English Language Arts and Math. Targeted support for the schools with a slight decline in the Distance From Met target will be provided through professional development and coaching by Instructional Support Services.</p> <p>+As a result of exiting Differentiated Assistance for the significant growth in ELA and Math for Foster Youth and the ability to replicate these efforts across the District, this service will continue to be provided on a Districtwide basis.</p>	<p>+English Learner Indicator Metric 2.8</p>

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
	<p>grade level at each of their schools to ensure discussions and planning during Data Dialogues include targeted interventions for students with disabilities and Long-Term English Learners who are not performing at grade level.</p> <p>Dr. Albert Schweitzer Leadership Academy Students with Disabilities scored 91.5 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and scored 105.2 points below standard and received a Red Performance Level on the Academic Indicator (Math). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p> <p>Marshall School English Learners are making 37.3% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator. The IPC and SAT will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for English Learners who are not performing at grade level.</p> <p>Walter School Students with Disabilities scored 133.2 points below standard and received a Red Performance Level on the</p>		

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
	<p>Academic Indicator (ELA) and scored 141.6 points below standard and received a Red Performance Level on the Academic Indicator (Math). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p> <p>Juliette Low School of the Arts English Learners are making 39.4% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator. The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for English Learners who are not performing at grade level.</p> <p>Baden-Powell School Students with Disabilities scored 81.7 points below standard and received a Red Performance Level on the Academic Indicator (ELA). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p>		

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
	<p>Maxwell School Students with Disabilities scored 96.8 points below standard and received a Red Performance Level on the Academic Indicator (ELA). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p> <p>Through Learning Recovery Emergency Block Grant (LREBG) Funds, three Student Achievement Teachers (SATs) will support professional development and coaching in the areas of English Language Arts and Math and other school specific needs. This action is supported by the results of the LREBG Needs Assessment that demonstrates a continued need to support professional growth and coaching in the core areas of instruction. Most schools show progress in meeting the Distance From Met targets on the state assessments in both English Language Arts and Math. Targeted support for the schools with a slight decline in the Distance From Met target will be provided through professional development and coaching by Instructional Support Services.</p> <p>Through outreach with District and school parents and staff advisory groups we learned that having an instructional coach is extremely supportive for teachers as they navigate student data and District initiatives and</p>		

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	<p>implementing these best practices into their classrooms.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Programs and Assessment Personnel</p> <p>Need: This action is principally directed to Low Income students and English Learners. Data continues to show an achievement gap in ELA based on the state assessment (SBAC):</p> <p>Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard; SocioEconomically Disadvantaged: 43.32% of students met or exceeded standard.</p> <p>In Math based on the state assessment (SBAC): Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard; SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard.</p> <p>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 parent-friendly reports on their child's progress</p>	<p>+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.</p> <p>+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.</p> <p>+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.</p> <p>+As a result of exiting Differentiated Assistance for the significant growth in ELA and Math for Foster Youth and the ability to replicate these efforts across the District, this service will continue to be provided on a Districtwide basis.</p> <p>+The research shows having a better understanding of the educational experiences of</p>	<p>+SBAC ELA Metric 2.1</p> <p>+SBAC Math Metric 2.2</p> <p>+Local Reading Assessment Metric 2.3</p> <p>+Local Math Assessment Metric 2.4</p> <p>+ELPAC Metric 2.6</p> <p>+Reclassification Metric 2.7</p> <p>+English Learner Indicator Metric 2.8</p>

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
	<p>assist them in understanding where their child is at on their academic journey.</p> <p>Scope: LEA-wide</p>	<p>students with greater needs is necessary to improve services and support to increase student achievement. In an EdSurge data analytics article titled, How Data Drives Strategies for Improved Student Outcomes (April 2024) they state that data-driven decisions are increasingly recognized as a critical component of K-12 education, enhancing personalized learning, improving assessment and feedback, optimizing resource allocation and fostering early intervention. They continue to state that various types of analysis helps educators make informed choices that directly affect student learning and school effectiveness. 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.</p>	
2.4	<p>Action: Student Assessments and Data Management System</p> <p>Need: This action is principally directed to low-income students and English Learners. Data continues to show an achievement gap in ELA based on the state assessment (SBAC):</p> <p>Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard; SocioEconomically Disadvantaged: 43.32% of students met or exceeded standard.</p> <p>In Math based on the state assessment (SBAC):</p>	<p>+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 platform allows easy-to-use reports for teachers, coaches, and administrators for data analysis when evaluating the instructional needs of English learners and Low-income students.</p> <p>+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, specifically English learners and Low-income students that includes state and local data. Grade level teams work with their Instructional Practices Coach to design target intervention groups to</p>	<p>+SBAC ELA Metric 2.1</p> <p>+SBAC Math Metric 2.2</p> <p>+Local Reading Assessment Metric 2.3</p> <p>+Local Math Assessment Metric 2.4</p> <p>+ELPAC Metric 2.6</p> <p>+Reclassification Metric 2.7</p> <p>+English Learner Indicator Metric 2.8</p>

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
	<p>Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard; SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>support student achievement for English learners and Low-income students.</p> <p>+Provide Educlimber that will collect and disaggregate student data to monitor growth of unduplicated student groups, students with disabilities, and students with exceptional needs.</p> <p>+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 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.</p> <p>+As a result of exiting Differentiated Assistance for the significant growth in ELA and Math for Foster Youth and the ability to replicate these efforts across the District, this service will continue to be provided on a Districtwide basis.</p> <p>+The research 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. In an EdSurge data analytics article titled, How Data Drives Strategies for Improved Student Outcomes (April 2024) they state that data-driven decisions are increasingly recognized as a critical component of K-12 education, enhancing personalized learning, improving</p>	

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		assessment and feedback, optimizing resource allocation and fostering early intervention. They continue to state that various types of analysis helps educators make informed choices that directly affect student learning and school effectiveness. 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	<p>Action: Music Teachers</p> <p>Need: Magnolia School District has 80.5% of families experiencing poverty based on students who qualify for a free or reduced priced meal. The identified need is that many of our Low Income students do not have access to high quality music classes as a result of limited funds or access to transportation. Embedding music classes during the instructional day as an enrichment opportunity provides access to low-income students and supports higher academic achievement on the Academic Indicator. Another identified need is based on the 2024 Dashboard where Low Income students scored an Orange Performance Level on the ELA Academic State indicator.</p> <p>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.</p>	<p>+Seven music teachers will provide music instruction to all students in grades TK - 6th grade for approximately 30 minutes a week.</p> <p>+This action provides Low-income students access to weekly music instruction during the school year that might be unattainable for them if it did not exist during the school day.</p> <p>+The music instruction time increase will provide all students with additional music instruction throughout the school year.</p> <p>+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.</p> <p>+Continue a second Band Program to increase access and opportunity to low-income students so they may gain skills they can utilize when attending middle and high school.</p>	<p>+SBAC ELA Metric 2.1</p> <p>+SBAC Math Metric 2.2</p> <p>+Local Reading Assessment Metric 2.3</p> <p>+Local Math Assessment Metric 2.4</p> <p>+ELPAC Metric 2.6</p> <p>+Reclassification Metric 2.7</p> <p>+English Learner Indicator Metric 2.8</p>

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	<p>This action and service allows the District to continue to provide this necessary resource.</p> <p>Scope: LEA-wide</p>	<p>+Continue a Choir Program to increase access and support low-income students and provide them the exposure to more VAPA experiences they can utilize when attending middle and high school.</p> <p>+As a result of exiting Differentiated Assistance for the significant growth in ELA and Math for Foster Youth and the ability to replicate these efforts across the District, this service will continue to be provided on a Districtwide basis.</p> <p>+Researchers at the Auditory Neuroscience Lab at Northwestern University publish a report that detailed how music lesson can help at-risk and low-income students 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.</p>	
2.7	<p>Action: Sixth Grade Outdoor Science School</p> <p>Need: Magnolia School District has 80.5% of families experiencing poverty based on students who qualify for a free or reduced priced meal and 40.9% are classified as English Learners. The identified need with our Low Income students is that as a result of such a high percentage on a free or reduced lunch, the majority of our</p>	<p>+Outdoor Science Camp costs will be covered for all sixth grade students in order to provide them with access to this educational enrichment opportunity. 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.</p> <p>+All sixth grade students will attend a three day science camp with their school and classmates.</p>	+CAST Assessment Metric 2.10

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	<p>families cannot afford to contribute to the fees of science camp. Another identified need is the achievement gap in science between our English Learners who scored a 5.05% met or exceeded standard as compared to the Overall District at 29.76% met or exceeded standard.</p> <p>Through outreach with low-income and English Learner students and families we learned that many families experience financial hardship and it is challenging to fundraise for the science camp fees.</p> <p>Scope: LEA-wide</p>	<p>+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.</p> <p>+Based on the success of closing the achievement gap in science with low-income students, this service added English Learners as a targeted subgroup to replicate these efforts Districtwide to close the achievement gap in science and increase student achievement.</p> <p>+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.</p> <p>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.</p>	
2.8	Action: Library Services	+All schools will receive library services to ensure student access to high-quality reading materials at	+SBAC ELA Metric 2.1

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	<p>Need: Data shows a slight achievement gap in ELA based on the state assessment (SBAC): Overall: 46.65% of students met or exceeded standard and 43.32% of Low Income students met or exceeded standard.</p> <p>Magnolia School District has 80.5% 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.</p> <p>Through outreach with low-income students and families we learned that many students go to the Expanded Learning Program after school and stay until 6:00 PM and do not have access to the library after hours.</p> <p>Scope: LEA-wide</p>	<p>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 incentives. Each school awards the student with the highest AR points at a Board meeting in June.</p> <p>+Each school will have a Library Media Clerk to provide library access to all TK-6 grade students.</p> <p>+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.</p> <p>+As a result of exiting Differentiated Assistance for the significant growth in ELA and Math for Foster Youth and the ability to replicate these efforts across the District, this service will continue to be provided on a Districtwide basis.</p>	<p>+SBAC Math Metric 2.2</p> <p>+Local Reading Assessment Metric 2.3</p> <p>+Local Math Assessment Metric 2.4</p>
2.9	<p>Action: College and Career Readiness (CCR) Programs</p> <p>Need:</p>	<p>+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</p>	<p>+SBAC ELA Metric 2.1</p> <p>+SBAC Math Metric 2.2</p>

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	<p>Magnolia School District has 80.5% 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.</p> <p>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.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>programs with local colleges, and other opportunities as available.</p> <p>+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.</p> <p>+As a result of exiting Differentiated Assistance for the significant growth in ELA and Math for Foster Youth and the ability to replicate these efforts across the District, this service will continue to be provided on a Districtwide basis.</p>	<p>+Local Reading Assessment Metric 2.3</p> <p>+Local Math Assessment Metric 2.4</p>
2.10	Action:	+Four Multi-Tiered System of Supports(MTSS)/Data Dialogue Days will be	+SBAC ELA Metric 2.1

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	<p>School Multi-Tiered System of Supports(MTSS)/Data Dialogue Days</p> <p>Need: This action is principally directed to low-income students, English Learners, and Foster youth. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard; SocioEconomically Disadvantaged: 43.32% of students met or exceeded standard; Foster Youth: 21.05% met or exceeded standard; and Students with Disabilities: 18.69% met or exceeded standard.</p> <p>Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard; SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard; Foster Youth: 21.05% met or exceeded standard; and Students with Disabilities: 17.16% met or exceeded standard.</p> <p>Based on the 2024 Dashboard, the following subgroups and Schools received a Red Performance Level on specific State Indicators:</p> <p>Districtwide Students with Disabilities scored 82 points below standard and received a Red</p>	<p>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.</p> <p>+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, low-income students and Foster Youth.</p> <p>+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.</p> <p>Based on the 2024 Dashboard, the following subgroups and Schools received a Red Performance Level on specific State Indicators and a specific action will be implemented to address how the District and school sites will increase student achievement:</p> <p>Districtwide Students with Disabilities scored 82 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and Long-Term English Learners scored 103 points below standard and received a Red</p>	<p>+SBAC Math Metric 2.2</p> <p>+Local Reading Assessment Metric 2.3</p> <p>+Local Math Assessment Metric 2.4</p> <p>+ELPAC Metric 2.6</p> <p>+Reclassification Metric 2.7</p> <p>+English Learner Indicator Metric 2.8</p>

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	<p>Performance Level on the Academic Indicator (ELA) and Long-Term English Learners scored 103 points below standard and received a Red Performance Level on the Academic Indicator (Math).</p> <p>Dr. Albert Schweitzer Leadership Academy Students with Disabilities scored 91.5 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and scored 105.2 points below standard and received a Red Performance Level on the Academic Indicator (Math).</p> <p>Marshall School English Learners are making 37.3% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator.</p> <p>Walter School Students with Disabilities scored 133.2 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and scored 141.6 points below standard and received a Red Performance Level on the Academic Indicator (Math).</p> <p>Juliette Low School of the Arts English Learners are making 39.4% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator.</p> <p>Baden-Powell School Students with Disabilities scored 81.7 points below standard</p>	<p>Performance Level on the Academic Indicator (Math). Each IPC will collaborate with each grade level at each of their schools to ensure discussions and planning during Data Dialogues include targeted interventions for students with disabilities and Long-Term English Learners who are not performing at grade level.</p> <p>Dr. Albert Schweitzer Leadership Academy Students with Disabilities scored 91.5 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and scored 105.2 points below standard and received a Red Performance Level on the Academic Indicator (Math). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p> <p>Marshall School English Learners are making 37.3% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator. The IPC and SAT will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for English Learners who are not performing at grade level.</p> <p>Walter School Students with Disabilities scored 133.2 points below standard and received a Red Performance Level on the Academic Indicator (ELA) and scored 141.6 points below standard and</p>	

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	<p>and received a Red Performance Level on the Academic Indicator (ELA).</p> <p>Maxwell School Students with Disabilities scored 96.8 points below standard and received a Red Performance Level on the Academic Indicator (ELA).</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>received a Red Performance Level on the Academic Indicator (Math). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p> <p>Juliette Low School of the Arts English Learners are making 39.4% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator. The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for English Learners who are not performing at grade level.</p> <p>Baden-Powell School Students with Disabilities scored 81.7 points below standard and received a Red Performance Level on the Academic Indicator (ELA). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p> <p>Maxwell School Students with Disabilities scored 96.8 points below standard and received a Red Performance Level on the Academic Indicator (ELA). The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with</p>	

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
		<p>strategies to differentiate instruction and targeted interventions for students with disabilities who are not performing at grade level.</p> <p>+As a result of exiting Differentiated Assistance for the significant growth in ELA and Math for Foster Youth and the ability to replicate these efforts across the District, this service will continue to be provided on a Districtwide basis.</p>	
3.2	<p>Action: Student Devices and Peripherals/Network</p> <p>Need: Magnolia School District has 80.5% 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 digital tools and innovation provides them long-term skills they will need to achieve college and career goals.</p> <p>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.</p> <p>In addition, a report from the Public Policy Institute of California (Achieving Digital Equity for California's Students, 2021) found that low-</p>	<p>+Chromebooks and peripherals (chargers, headphones, mice, etc.) are purchased for every student on a four-phase purchasing schedule.</p> <p>+A high-speed digital internet connection is maintained district-wide to ensure continuous connectivity in all classrooms.</p> <p>+This action is principally directed to low-income students who tend to have limited access to high-quality technology and digital tools.</p> <p>+This service is provided on a Districtwide basis for the following two rationales:</p> <p>-Based on the high percentage and high need of low-income students;</p> <p>-Based on the article titled, How Technology is Leveling the Playing Field for Low-Income Students (J.Rahimi, 2024) Rahimi states that digital platforms and tools enable low-income students to engage with peers from around the world, exchange ideas, solve problems, and work on projects together. He continues to state that this connectivity fosters teamwork and helps</p>	<p>+Metric 3.2</p> <p>+Metric 3.6</p> <p>+Metric 3.7</p>

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
	<p>income households are 20.2% less likely than high-income households to have reliable internet access.</p> <p>Through outreach with low-income students we learned that 99% of students use technology as part of their learning at school and 98% of students report their school provides them a chromebook device at home.</p> <p>Scope: LEA-wide</p>	<p>students develop essential communication and collaboration skills.</p>	
3.3	<p>Action: Classroom Presentation Technology and Other Digital Tools and Resources</p> <p>Need: Magnolia School District has 80.5% of families experiencing poverty based on students who qualify for a free or reduced priced meal.</p> <p>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. 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.</p> <p>The integration of technology has a direct impact on low-income students and increases</p>	<p>+Interactive whiteboards/LED screens and document cameras are updated and serviced on a maintenance schedule to ensure that all classrooms have equipment necessary for innovative lesson delivery.</p> <p>+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.</p> <p>+Instructional staff and students will have access to interactive and innovative digital software, platforms and programs that will enhance learning, lesson planning, assessments, and feedback.</p> <p>+This action is principally directed to low-income students to provide innovative learning environments with the most up-to-date technology for a high quality instruction and educational experience.</p>	<p>+Metric 3.2</p> <p>+Metric 3.6</p> <p>+Metric 3.7</p>

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
	<p>student engagement, access, and academic achievement.</p> <p>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.</p> <p>Through outreach with teachers and staff of Low Income students we learned that interactive whiteboards/LED screens provide students the digital tools to access 21st Century skills. Updated technology provides the opportunity to implement high-quality lessons for students.</p> <p>Through outreach with students and parents, 99% of students reported that they use technology as part of their learning at school and 92% of parents reported that their child has access to technology at school.</p> <p>Scope: LEA-wide</p>	<p>+This service is provided on a Districtwide basis for the following two rationales:</p> <p>-Based on the high percentage and high need of low-income students;</p> <p>-Based on the article titled, How Technology is Leveling the Playing Field for Low-Income Students (J.Rahimi, 2024) Rahimi states that digital platforms and tools enable low-income students to engage with peers from around the world, exchange ideas, solve problems, and work on projects together. He continues to state that this connectivity fosters teamwork and helps students develop essential communication and collaboration skills.</p>	
3.4	<p>Action: District Technology Personnel/Infrastructure</p> <p>Need:</p>	<p>+A District technology team provides ongoing support for students and families via a help desk process and administration of hotspots/infrastructure.</p>	<p>+Metric 3.2</p> <p>+Metric 3.6</p>

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
	<p>Magnolia School District has 80.5% 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.</p> <p>This action is principally directed to low-income students and English Learners. Data continues to show an achievement gap in ELA based on the state assessment (SBAC):</p> <p>Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard; SocioEconomically Disadvantaged: 43.32% of students met or exceeded standard.</p> <p>In Math based on the state assessment (SBAC):</p> <p>Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard; SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard.</p> <p>Research suggests that providing low-income students with devices to access innovative learning skills provides them long-term skills they will need to achieve college and career goals.</p> <p>This action is principally directed to low-income students and Foster Youth based on their need to increase their reading and math</p>	<p>+Infrastructure costs include equipment and services necessary for connectivity. A Science, Technology, Engineering, Arts, Mathematics (STEAM) Technician will support activities related to STEAM.</p> <p>+This action is principally directed to low-income and Foster Youth students who tend to not have access to immediate support with technology and connectivity needs.</p> <p>+This service is provided on a Districtwide basis for the following three reasons:</p> <ul style="list-style-type: none"> -Based on the high need of low-income students and Foster Youth; -Based on the The Casey Family Programs March (2024) article on How Can the Child Welfare System Help Youth and Families Access Needed Technology? stated Foster Youth and children of poverty often face a digital divide and computers and internet access should be considered a basic need for them. -Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard; SocioEconomically Disadvantaged: 43.32% of students met or exceeded standard. In Math based on the state assessment (SBAC): Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard; SocioEconomically 	<p>+Metric 3.7</p>

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
	<p>scores in order to be college and career ready. 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.</p> <p>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.</p> <p>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.</p> <p>Through outreach with low-income students we learned that 99% of students use technology as part of their learning at school and 98% of students report their school provides them a chromebook device at home.</p> <p>Scope: LEA-wide</p>	<p>Disadvantaged: 37.09% of students met or exceeded standard.</p>	
3.5	Action:	+Staff will be provided for campus and playground supervision, including Expanded Learning staff, to	+Metric 3.1

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
	<p>Campus and Playground Supervision; Increased Access and Safety on Playgrounds</p> <p>Need: Magnolia School District has 80.5% 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.</p> <p>Magnolia School District has 80.5% of families experiencing poverty and 0.5% are Foster Youth. 22.4% of Foster Youth and 20% of Low Income students were chronically absent in comparison to 18.3% of all students who have been identified to be chronically absent on the 2024 Dashboard. Although these two subgroups have higher chronic absenteeism percentages than the District overall percentage, it is important to note that both subgroups made a significant decrease in their chronic absenteeism percentage when you compare their 2023 and 2024 Chronic Absenteeism Indicator on the Dashboard: +Low-income students made a 8.5% decrease +Foster Youth made a 4.7% decrease</p>	<p>ensure student safety on campus before school, after school, and during recess and lunch breaks.</p> <p>+This service will continue to be provided on a Districtwide basis for the following reasons:</p> <p>-Research suggests that feeling safe and connected supports student learning. The Learning Policy Institute published a brief titled, "Safe Schools, Thriving Students: What We Know About Creating Safe and Supportive Schools (DePaoli and McCombs, 2023) that found when students feel welcome and connected to their school communities, they have improved mental health, academic, and behavioral outcomes and are less likely to engage in high-risk behaviors.</p> <p>-Evidence of effectiveness demonstrating low-income students and Foster Youth have decreased their percentages in both their chronic absenteeism rate and suspension rate when comparing the 2023 and 2024 Dashboard results: Chronic Absenteeism Indicator the Dashboard: Low-income students made a 8.5% decrease and Foster Youth made a 4.7% decrease. Suspension Rate Indicator: Low-income decreased 0.2% and Foster Youth decreased 4.4%.</p>	<p>+Metric 3.6</p> <p>+Metric 3.7</p>

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
	<p>Based on the 2024 Dashboard, 0.9% of low-income students were suspended at least one day and 1.8% of Foster Youth were suspended at least one day. Both subgroups decreased in their suspension percentages (low-income decreased 0.2% and Foster Youth decreased 4.4%) demonstrating overall progress.</p> <p>Through outreach with Low Income students and Foster Youth we learned that student climate survey data indicates that 89% of students report they feel comfortable going to a staff member at school when they have a problem; 82% of students report that if they feel sad or worried, they know who to go to for help.</p> <p>Scope: LEA-wide</p>		
3.6	<p>Action: Grade Span Adjustment Staffing</p> <p>Need: Magnolia School District has 80.5% of families experiencing poverty based on students who qualify for a free or reduced priced meal.</p> <p>Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard; SocioEconomically Disadvantaged: 43.32% of</p>	<p>+Class sizes are based on state and federal laws and labor agreements.</p> <p>+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.</p> <p>+These actions are being provided on an Districtwide basis because of the high Low-income student population (80.5%) and the continued need to close the achievement gap District-wide through small group instruction and targeted intervention through class sizes across the District.</p>	<p>+Metric 3.5</p> <p>+Metric 3.6</p> <p>+Metric 3.7</p>

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
	<p>students met or exceeded standard; Foster Youth: 21.05% met or exceeded standard.</p> <p>Data continues to show an achievement gap in Math based on the state assessment (SBAC): Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard; SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard; Foster Youth: 21.05% met or exceeded standard.</p> <p>Through outreach with instructional staff of low-income students, English Learners, and Foster Youth 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.</p> <p>Scope: LEA-wide</p>		
3.7	<p>Action: Site Custodial and Maintenance Staff</p> <p>Need: This action is principally directed to low-income students to provide learning environments that support a positive and engaging learning atmosphere.</p> <p>District student climate survey data indicates that 98% of students report their school has</p>	<p>+Additional site custodial and maintenance positions ensure adequate cleaning beyond the school day for supplementary programs and services.</p> <p>+A study conducted by the Center for Facilities Research found a correlation between the cleanliness of school facilities and students' academic achievements.</p>	<p>+Metric 3.1</p> <p>+Metric 3.6</p> <p>+Metric 3.7</p>

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
	<p>safe buildings and safe places to play; 98% of students report their school has areas that meet their needs (classroom, library, playground, cafeteria).</p> <p>Scope: LEA-wide</p>	+This action will continue to be provided on a Districtwide basis based on the high percentages of students who feel their schools are safe, clean, and have areas that meet their needs.	

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
1.3	<p>Action: Bilingual Parent Involvement Liaisons (Spanish and Vietnamese)</p> <p>Need: Magnolia School District serves a total population of approximately 4,900 with 40.9% 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% - 57.34%. The need to support English Learner parents and students has been expressed through school and District parent advisory committees and through informal outreach with English Learner</p>	<p>+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 over the phone to communicate with on their family questions and/or concerns related to their child.</p> <p>+All nine of our elementary schools will have a Spanish speaking office staff member and one elementary school will have a Vietnamese school staff member in addition to support interpreting needs.</p>	<p>+Climate Surveys Metrics 1.9 and 1.10</p> <p>+Ensure all nine schools are staffed with at least one Parent Involvement Liaison.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>parents. we learned that having a Parent Involvement Liaison provides families with support with home-school communications. We learned that families appreciate this service.</p> <p>This service demonstrates there is continued need and a growing appreciation for parent involvement liaisons. The results of the 2024-25 parent LCAP survey results show that 96% (1,084 responses) of parents 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. The identified need has been addressed and this action continues to provide a service that supports English Learners parents and students with support staff that can be of help and service on a daily basis.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>+Having a Parent Involvement Liaison (PIL) ensures that English Learner families receive important communication in a language that is accessible to them.</p> <p>+PILs provide parent workshops for families in areas based on parent input. PILs can provide these workshops in Spanish for our English Learner families that prefer Spanish and our Vietnamese PILs can provide parent workshops at Disney school which has families over the 15% translation need target.</p> <p>+PILs provide our English learner parents support and access to technology. They have a technology cart with additional devices that are dedicated to English learner families. They utilize these devices to learn technology skills, support families with enrollment and Data Confirmation, and other services.</p> <p>+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% - 57.34%.</p>	
2.14	<p>Action: School-level Services for English Learners and Long-Term English Learners: Impact Teachers, Supplemental Programs, and Districtwide Intervention Materials</p>	<p>+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</p>	<p>+SBAC ELA Metric 2.1</p> <p>+SBAC Math Metric 2.2</p> <p>+Local Reading Assessment Metric 2.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Partially funded with Learning Recovery Emergency Block Grant (LREBG) Funds (Amount \$120,000.00)</p> <p>Need: This action is principally directed to low-income students, English Learners, LTEL, and students at-risk of becoming LTEL to support their academic language development. As a result of this data Impact Teachers will utilize English Learner data provide targeted intervention to support the development of English Language proficiency.</p> <p>This action is principally directed to low-income students, English Learners, and LTELs. Data continues to show an achievement gap in ELA based on the state assessment (SBAC): Overall: 46.65% of students met or exceeded standard; English Learners: 18.02% of students met or exceeded standard; SocioEconomically Disadvantaged: 43.32% of students met or exceeded standard; LTEL: 4.93% met or exceeded standard. In Math based on the state assessment (SBAC): Overall: 40.53% of students met or exceeded standard; English Learners: 19.45% of students met or exceeded standard; SocioEconomically Disadvantaged: 37.09% of students met or exceeded standard; LTEL: 6.17% met or exceeded standard.</p> <p>Based on the 2024 Dashboard, the following subgroups and schools received a Red</p>	<p>Arts/English Language Development State Standards.</p> <p>+ Impact Teachers will utilize English Learner data provide targeted intervention to support the development of English Language proficiency.</p> <p>+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.</p> <p>+Based on the 2024 Dashboard, the following subgroups and schools received a Red Performance Level on specific State Indicators and a specific action will be implemented to address how the District and school sites will increase student achievement:</p> <p>+Districtwide Long-Term English Learners scored 103 points below standard and received a Red Performance Level on the Academic Indicator (Math). Each IPC will collaborate with each grade level at each of their schools to ensure discussions and planning during Data Dialogues include targeted interventions for Long-Term English Learners who are not at grade level.</p> <p>+Marshall School English Learners are making 37.3% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator. The IPC and SAT will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions</p>	<p>+Local Math Assessment Metric 2.4</p> <p>+ELPAC Metric 2.6</p> <p>+Reclassification Metric 2.7</p> <p>+English Learner Indicator Metric 2.8</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Performance Level on specific State Indicators:</p> <p>Districtwide Long-Term English Learners scored 103 points below standard and received a Red Performance Level on the Academic Indicator (Math).</p> <p>Marshall School English Learners are making 37.3% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator.</p> <p>Juliette Low School of the Arts English Learners are making 39.4% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator.</p> <p>Results of the LREBG Needs Assessment: In English Language Arts (ELA), four schools received a "Low" status, four schools received a "Medium" status, and one school received a "High" status. In the area of Math, six schools received a "Medium" status and three schools received a "Low" status. No schools received a "Very Low" status. This is significant because the Districtwide instructional efforts are consistent and program coherence is a priority across all schools. In both ELA and Math, half of the schools either maintained or increased in the Distance From Met score. For the schools with the greatest need in ELA, the supplemental intervention program from the District's Core Reading program will be funded to support Targeted Intervention. In</p>	<p>for English Learners who are not making progress towards English proficiency.</p> <p>+Juliette Low School of the Arts English Learners are making 39.4% progress towards English proficiency and received a Red Performance Level on the English Learner Progress Indicator. The IPC will collaborate with each grade level to ensure discussions and planning during Data Dialogues include support for teachers with strategies to differentiate instruction and targeted interventions for English Learners who are not making progress towards English proficiency.</p> <p>+Through Learning Recovery Emergency Block Grant (LREBG) Funds, intervention evidence-based learning supports and materials in English Language Arts to accelerate student academic proficiency and English language proficiency will be purchased for targeted intervention and small group instruction.</p> <p>+As a result of exiting Differentiated Assistance for the significant growth in ELA and Math for Foster Youth and the ability to replicate these efforts across the District, this service will continue to be provided on a Districtwide basis.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>the area of math, supplemental math supports and intervention materials will be purchased with LREBG funds to support Math Labs for second, third, and fourth grade students.</p> <p>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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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. Goal 3 Action 6 addresses class sizes to support differentiated instruction for our youngest scholars and it is aligned to state and federal laws and labor agreements with the intention of providing smaller class sizes. Goal 3 Action 7 provides additional site custodial and maintenance positions to ensure adequate cleaning beyond the school day for supplementary programs and services.

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	50,908,077	17,745,225	34.857%	0.000%	34.857%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$21,103,875.00	\$3,697,047.00	\$0.00	\$2,216,748.00	\$27,017,670.00	\$23,390,539.00	\$3,627,131.00

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	2025-26	\$969,370.00	\$0.00	\$969,370.00	\$0.00	\$0.00	\$0.00	\$969,370.00	
1	1.2	Office Staff Training	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-26	\$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	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-26	\$567,998.00	\$0.00	\$461,498.00	\$106,500.00	\$0.00	\$0.00	\$567,998.00	
1	1.4	Parent Involvement Programs	All	No			All Schools	2025-26	\$0.00	\$37,000.00	\$0.00	\$0.00	\$0.00	\$37,000.00	\$37,000.00	
1	1.5	Parent Education Childcare and Resources	All	No			All Schools	2025-26	\$9,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,000.00	\$9,000.00	
1	1.6	Homeless/Foster Youth Liaison	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	2025-26	\$205,795.00	\$0.00	\$170,279.00	\$7,610.00	\$0.00	\$27,906.00	\$205,795.00	
1	1.7	Health Clerk Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	\$885,339.00	\$0.00	\$885,339.00	\$0.00	\$0.00	\$0.00	\$885,339.00	
1	1.8	Social Worker/Counseling Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	\$1,320,815.00	\$0.00	\$1,220,815.00	\$100,000.00	\$0.00	\$0.00	\$1,320,815.00	
1	1.9	Behavior Interventionist Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	\$1,055,709.00	\$0.00	\$1,055,709.00	\$0.00	\$0.00	\$0.00	\$1,055,709.00	
1	1.10	Attendance Incentive Programs and Partnerships	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	\$0.00	\$49,000.00	\$49,000.00	\$0.00	\$0.00	\$0.00	\$49,000.00	
1	1.11	School Positive Behavioral Interventions and Supports (PBIS)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	\$0.00	\$27,000.00	\$27,000.00	\$0.00	\$0.00	\$0.00	\$27,000.00	

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
1	1.12	Social-Emotional Learning (SEL)/Anti-Bullying Programs and Resources Partially funded with Learning Recovery Emergency Block Grant (LREBG) Funds (Amount \$502,000.00)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	\$0.00	\$526,889.00	\$24,889.00	\$502,000.00	\$0.00	\$0.00	\$526,889.00	
2	2.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$468,000.00	\$0.00	\$188,000.00	\$0.00	\$0.00	\$280,000.00	\$468,000.00	
2	2.2	Instructional Support Services: Instructional Practices Coaches (IPCs), Student Achievement Teachers (SATs), Science, Technology, Engineering, Arts, and Mathematics (STEAM) Teachers Partially funded with Learning Recovery Emergency Block Grant (LREBG) Funds (Amount \$485,000.00)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$2,161,330.00	\$0.00	\$1,196,330.00	\$965,000.00	\$0.00	\$0.00	\$2,161,330.00	
2	2.3	Programs and Assessment Personnel	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2025-26	\$236,624.00	\$0.00	\$236,624.00	\$0.00	\$0.00	\$0.00	\$236,624.00	
2	2.4	Student Assessments and Data Management System	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2025-26	\$511,874.00	\$57,404.00	\$230,524.00	\$57,404.00	\$0.00	\$281,350.00	\$569,278.00	
2	2.5	Music Teachers	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-26	\$911,972.00	\$0.00	\$599,572.00	\$312,400.00	\$0.00	\$0.00	\$911,972.00	
2	2.6	Arts Education Programs	All	No			All Schools	2025-26	\$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	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2025-26	\$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	2025-26	\$792,563.00	\$0.00	\$792,563.00	\$0.00	\$0.00	\$0.00	\$792,563.00	

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	2.9	College and Career Readiness (CCR) Programs	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-26	\$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	2025-26	\$150,000.00	\$0.00	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00	
2	2.11	After-School Intervention Programs	All	No			All Schools	2025-26	\$157,431.00	\$0.00	\$0.00	\$157,431.00	\$0.00	\$0.00	\$157,431.00	
2	2.12	Special Education Coordinator	Students with Disabilities	No			All Schools	2025-26	\$310,456.00	\$0.00	\$310,456.00	\$0.00	\$0.00	\$0.00	\$310,456.00	
2	2.13	Summer Academy	All	No			All Schools	2025-26	\$1,000,000.00	\$0.00	\$0.00	\$1,000,000.00	\$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 Programs, and Districtwide Intervention Materials Partially funded with Learning Recovery Emergency Block Grant (LREBG) Funds (Amount \$120,000.00)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-26	\$2,226,132.00	\$120,000.00	\$687,546.00	\$120,000.00	\$0.00	\$1,538,586.00	\$2,346,132.00	
3	3.1	Standards-Aligned Textbooks and Materials	All	No			All Schools	2025-26	\$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	2025-26	\$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 and Other Digital Tools and Resources	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-26	\$0.00	\$643,838.00	\$620,932.00	\$0.00	\$0.00	\$22,906.00	\$643,838.00	
3	3.4	District Technology Personnel/Infrastructure	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	\$1,151,745.00	\$0.00	\$1,063,043.00	\$88,702.00	\$0.00	\$0.00	\$1,151,745.00	
3	3.5	Campus and Playground Supervision; Increased Access and Safety on Playgrounds	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	\$2,000,000.00	\$0.00	\$2,000,000.00	\$0.00	\$0.00	\$0.00	\$2,000,000.00	
3	3.6	Grade Span Adjustment Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$5,100,252.00	\$0.00	\$5,100,252.00	\$0.00	\$0.00	\$0.00	\$5,100,252.00	

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
3	3.7	Site Custodial and Maintenance Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-26	\$1,098,134.00	\$0.00	\$1,098,134.00	\$0.00	\$0.00	\$0.00	\$1,098,134.00	
4	4.1	Attendance Recovery	All	No			All Schools	2025-26	\$100,000.00	\$0.00	\$0.00	\$100,000.00	\$0.00	\$0.00	\$100,000.00	
4	4.2	Student Attendance Review Board (SARB)	All	No			All Schools	2025-26	\$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	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.4	Attendance Handbook	All	No			All Schools	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

2025-26 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
50,908,077	17,745,225	34.857%	0.000%	34.857%	\$20,293,419.00	0.000%	39.863 %	Total:	\$20,293,419.00
								LEA-wide Total:	\$19,144,375.00
								Limited Total:	\$1,149,044.00
								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	\$969,370.00	
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	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$461,498.00	
1	1.6	Homeless/Foster Youth Liaison	Yes	LEA-wide	Foster Youth	All Schools	\$170,279.00	
1	1.7	Health Clerk Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$885,339.00	
1	1.8	Social Worker/Counseling Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,220,815.00	
1	1.9	Behavior Interventionist Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,055,709.00	
1	1.10	Attendance Incentive Programs and Partnerships	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$49,000.00	

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 Behavioral 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 and Resources Partially funded with Learning Recovery Emergency Block Grant (LREBG) Funds (Amount \$502,000.00)	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$24,889.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$188,000.00	
2	2.2	Instructional Support Services: Instructional Practices Coaches (IPCs), Student Achievement Teachers (SATs), Science, Technology, Engineering, Arts, and Mathematics (STEAM) Teachers Partially funded with Learning Recovery Emergency Block Grant (LREBG) Funds (Amount \$485,000.00)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,196,330.00	
2	2.3	Programs and Assessment Personnel	Yes	LEA-wide	English Learners Low Income	All Schools	\$236,624.00	
2	2.4	Student Assessments and Data Management System	Yes	LEA-wide	English Learners Low Income	All Schools	\$230,524.00	
2	2.5	Music Teachers	Yes	LEA-wide	Low Income	All Schools	\$599,572.00	
2	2.7	Sixth Grade Outdoor Science School	Yes	LEA-wide	English Learners Low Income	All Schools	\$450,000.00	
2	2.8	Library Services	Yes	LEA-wide	Low Income	All Schools	\$792,563.00	

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 (%)
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	2.14	School-level Services for English Learners and Long-Term English Learners: Impact Teachers, Supplemental Programs, and Districtwide Intervention Materials Partially funded with Learning Recovery Emergency Block Grant (LREBG) Funds (Amount \$120,000.00)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$687,546.00	
3	3.2	Student Devices and Peripherals/Network	Yes	LEA-wide	Low Income	All Schools	\$1,000,000.00	
3	3.3	Classroom Presentation Technology and Other Digital Tools and Resources	Yes	LEA-wide	Low Income	All Schools	\$620,932.00	
3	3.4	District Technology Personnel/Infrastructure	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,063,043.00	
3	3.5	Campus and Playground Supervision; Increased Access and Safety on Playgrounds	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,000,000.00	
3	3.6	Grade Span Adjustment Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,100,252.00	
3	3.7	Site Custodial and Maintenance Staff	Yes	LEA-wide	Low Income	All Schools	\$1,098,134.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$28,777,852.00	\$30,366,381.00

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	\$983,940.00	\$983,940.00
1	1.2	Office Staff Training	Yes	\$7,000.00	\$11,252.00
1	1.3	Bilingual Parent Involvement Liaisons (Spanish and Vietnamese)	Yes	\$565,172.00	\$580,904.00
1	1.4	Parent Involvement Programs	No	\$32,100.00	\$12,327.00
1	1.5	Parent Education Childcare	No	\$10,700.00	\$3,385.00
1	1.6	Homeless/Foster Youth Liaison	Yes	\$159,137.00	\$204,771.00
1	1.7	Health Clerk Services	Yes	\$897,449.00	\$901,936.00
1	1.8	Social Worker/Counseling Services	Yes	\$1,471,555.00	\$1,453,547.00
1	1.9	Behavior Interventionist Services	Yes	\$1,050,457.00	\$1,397,801.00
1	1.10	Attendance Incentive Programs	Yes	\$39,000.00	\$39,412.00
1	1.11	School Positive Behavior Interventions and Supports (PBIS)	Yes	\$27,000.00	\$33,510.00

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	\$519,000.00	\$546,074.00
2	2.1	Professional Development	Yes	\$165,850.00	\$250,850.00
2	2.2	Instructional Practices Coaches	Yes	\$2,446,346.00	\$2,458,578.00
2	2.3	Programs and Assessment Personnel	Yes	\$229,580.00	\$235,447.00
2	2.4	Student Assessment and Data Management System	Yes	\$67,620.00	\$67,620.00
2	2.5	Music Teachers	Yes	\$907,435.00	\$909,576.00
2	2.6	Arts Education Programs	No	\$200,000.00	\$200,000.00
2	2.7	Sixth Grade Outdoor Science School	Yes	\$450,000.00	\$454,960.00
2	2.8	Library Services	Yes	\$793,207.00	\$797,173.00
2	2.9	College and Career Readiness (CCR) Programs	Yes	\$9,000.00	\$8,479.00
2	2.10	School Multi-Tiered System of Supports(MTSS)/Data Dialogue Days	Yes	\$200,000.00	\$199,752.00
2	2.11	After-School Intervention Programs	No	\$156,648.00	\$169,791.00
2	2.12	Special Education Coordinator	No	\$312,117.00	\$112,997.00

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	2.13	Summer Academy	Yes	\$1,000,000.00	\$870,632.00
2	2.14	School-level services for English Learners and Long-Term English Learners: Impact Teachers, Supplemental Programs, Intervention Materials	Yes	\$2,128,231.00	\$2,105,135.00
3	3.1	Standards-Aligned Textbooks and Materials	No	\$500,000.00	\$474,199.00
3	3.2	Student Devices and Peripherals/Network	Yes	\$1,000,000.00	\$838,972.00
3	3.3	Classroom Presentation Technology	Yes	\$545,672.00	\$309,966.00
3	3.4	District Technology Personnel/Infrastructure	Yes	\$1,111,308.00	\$1,146,015.00
3	3.5	Campus/Playground Supervision; Increased Access and Safety on Playgrounds	Yes	\$4,508,477.00	\$6,237,996.00
3	3.6	Grade Span Adjustment Staffing	Yes	\$5,127,734.00	\$5,074,878.00
3	3.7	Site Custodial and Maintenance Staff	Yes	\$1,111,117.00	\$1,116,673.00
4	4.1	Saturday Academy	No	\$45,000.00	\$157,833.00
4	4.2	Student Attendance Review Board (SARB)	No	\$0.00	
4	4.3	Student and Attendance Engagement Teams	No	\$0.00	
4	4.4	Attendance Handbook	No	\$0.00	

2024-25 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)
17,890,830	\$23,479,507.00	\$28,707,074.00	(\$5,227,567.00)	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	\$983,940.00	964,547.00		
1	1.2	Office Staff Training	Yes	\$7,000.00	11,252.00		
1	1.3	Bilingual Parent Involvement Liaisons (Spanish and Vietnamese)	Yes	\$459,202.00	580,904.00		
1	1.6	Homeless/Foster Youth Liaison	Yes	\$123,798.00	204,771.00		
1	1.7	Health Clerk Services	Yes	\$897,449.00	880,934.00		
1	1.8	Social Worker/Counseling Services	Yes	\$1,231,555.00	1,453,547.00		
1	1.9	Behavior Interventionist Services	Yes	\$1,050,457.00	1,397,801.00		
1	1.10	Attendance Incentive Programs	Yes	\$39,000.00	39,412.00		
1	1.11	School Positive Behavior Interventions and Supports (PBIS)	Yes	\$27,000.00	33,510.00		
1	1.12	Social-Emotional Learning (SEL)/Anti-Bullying Programs	Yes	\$13,000.00	546,074.00		
2	2.1	Professional Development	Yes	\$30,000.00	250,850.00		
2	2.2	Instructional Practices Coaches	Yes	\$1,481,346.00	2,150,577.00		

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	2.3	Programs and Assessment Personnel	Yes	\$229,580.00	235,447.00		
2	2.4	Student Assessment and Data Management System	Yes	\$67,620.00	67,620.00		
2	2.5	Music Teachers	Yes	\$595,035.00	909,576.00		
2	2.7	Sixth Grade Outdoor Science School	Yes	\$450,000.00	454,960.00		
2	2.8	Library Services	Yes	\$793,207.00	776,057.00		
2	2.9	College and Career Readiness (CCR) Programs	Yes	\$9,000.00	8,479.00		
2	2.10	School Multi-Tiered System of Supports(MTSS)/Data Dialogue Days	Yes	\$150,000.00	199,752.00		
2	2.13	Summer Academy	Yes	\$1,000,000.00	870,632.00		
2	2.14	School-level services for English Learners and Long-Term English Learners: Impact Teachers, Supplemental Programs, Intervention Materials	Yes	\$525,274.00	2,105,135.00		
3	3.2	Student Devices and Peripherals/Network	Yes	\$1,000,000.00	838,972.00		
3	3.3	Classroom Presentation Technology	Yes	\$545,672.00	309,966.00		
3	3.4	District Technology Personnel/Infrastructure	Yes	\$1,023,044.00	1,146,015.00		
3	3.5	Campus/Playground Supervision; Increased Access and Safety on Playgrounds	Yes	\$4,508,477.00	6,237,996.00		
3	3.6	Grade Span Adjustment Staffing	Yes	\$5,127,734.00	5,074,878.00		
3	3.7	Site Custodial and Maintenance Staff	Yes	\$1,111,117.00	957,410.00		

2024-25 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)
51,300,162	17,890,830	0.00	34.875%	\$28,707,074.00	0.000%	55.959%	\$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:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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