

Teach, Learn, Every Day, No Excuses



OJUSD

2023–24 Local Control and Accountability Plan Annual Update

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

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Goals and Actions

Goal

Goal #	Description
1	OJUSD will provide a K-12 continuum of academic excellence producing graduates who are college and/or career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator: English	2018-2019: 51.69% Met/Exceeded Standard	Based on results from the 2020-2021 CAASPP 45.22% Met/Exceeded Standards in English.	Based on results of 2021-2022 CAASPP 46.24% Met/Exceeded Standards in English.	Based on results of 2022-2023 CAASPP, 45.42% of OJUSD students Met/Exceeded Standards in English.	% Met/Exceeded Standard will INCREASE annually
Academic Indicator: Math	2018-2019: 39.90% Met/Exceeded Standard	Based on results from the 2020-2021 CAASPP 27.09% Met/Exceeded Standards in Math.	Based on results from 2021-2022 CAASPP 34.0% Met/Exceeded Standards in Math.	Based on results of 2022-2023 CAASPP, 34.36% of OJUSD students Met/Exceeded Standards in Math.	% Met/Exceeded Standard will INCREASE annually
English Learner Progress Indicator English Learner reclassification rate	2018-2019: 47.1% making progress towards English language proficiency 2020-2021: 7% of English Learner students were reclassified	2020-2021: 47.64% making progress towards English language proficiency 2021-2022: 7% of English Learner students were reclassified	2021-2022: 48.8% making progress towards English language proficiency 2021-2022: 6.9% of English Learner students were reclassified	2022-2023: 52.7% making progress toward EL proficiency. 2022-2023: 10% of English Learner students were reclassified (56 students)	% Making Progress toward English Proficiency will INCREASE annually % of English Learners reclassified will INCREASE each year
Implementation of State Academic	Upon new curriculum adoption: % of	% of teachers indicating Full	% of teachers indicating Full	% of teachers indicating Full	% of Teachers indicating Full

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards: OJUSD Teacher LCAP Survey English Learners -- gaining academic content knowledge and English Language Proficiency	teachers indicating Full Implementation with Sustainability from spring 2018 to spring 2019: ELA: INCREASED from 76% to 79% ELD: INCREASED from 69% to 73% Math: INCREASED from 88% to 91% Science: INCREASED from 12% to 16% History/Social Science: DECREASED from 35% to 21% 2018-2019: Percentage of Redesignated Fluent English Proficient students meeting or exceeding standard in ELA: 57.5%	Implementation with Sustainability in spring 2022: ELA: DECREASED from 79% to 71% ELD: DECREASED from 73% to 50% Math: DECREASED from 91% to 74.5% Science: DECREASED from 16% to 13.2% History/Social Science: INCREASED from 21% to 45.5%. 2020-2021: Percentage of Redesignated Fluent English Proficient students meeting or exceeding standard in ELA: 58.8%	Implementation with Sustainability in spring 2023: ELA: DECREASED from 71% to 65.4% ELD: INCREASED slightly from 50% to 50.7% Math: DECREASED from 74.5% to 71.8% Science: INCREASED from 13.2% to 21.9% History/Social Science: DECREASED from 45.5% to 43.9% 2021-2022: Percentage of Redesignated Fluent English Proficient students meeting or exceeding standard in ELA: 56.17%	Implementation with Sustainability in spring 2024: ELA: INCREASED from 65.4% to 66.7% ELD: DECREASED from 50.7% to 46.3% Math: INCREASED from 71.8% to 72.5% Science: INCREASED from 21.9% to 28.6% History/Social Science: INCREASED from 43.9% to 57.1% 2022-2023: Percentage of Redesignated Fluent English Proficient students meeting or exceeding standard in ELA: 52.32%	Implementation with Sustainability will INCREASE annually Percentage of Redesignated Fluent English Proficient students meeting or exceeding standard in ELA will INCREASE annually
Teacher Assignments	2020-2021: Total # of teachers without a full credential: 5 Total # of teachers teaching outside credential area: 0	2021-2022: Total # of teachers without a full credential: 6 Total # of teachers teaching outside credential area: 0	2022-2023: Total # of teachers without a full credential: 4 Total # of teachers teaching outside credential area: 2	2023-2024: Total # of teachers without a full credential: 2 Total # of teachers teaching outside credential area: 3	100% of teachers will be credentialed for their teaching assignments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards Aligned Curriculum	2020-2021: 100% of curriculum is aligned to standards	2021-2022: 100% of curriculum is aligned to standards.	2022-2023: 100% of curriculum is aligned to standards.	2021-2022: 100% of curriculum is aligned to standards.	100% of curriculum will continue to be aligned to standards
A Broad Course of Study including courses for unduplicated students and students with exceptional need Pupil Outcomes	Baseline data on Dashboard Self-Reflection Tool to be established in 21-22 2018-2019: College/Career Indicator: 37.7% prepared	The 2021-22 Local Indicator for Access to a Broad Course of study is that ALL STUDENTS have access to a broad course of study in all grade spans including unduplicated students and students with exceptional needs. 2019-2020: College/Career Indicator: 39.5% prepared	The 2022 Local Indicator for Access to A Board Course of Study is that ALL STUDENTS have access to a broad course of study in all grade spans, including unduplicated students and students with exceptional needs. 2021-2022: The College/Career Indicator was not included on this year's Dashboard.	The 2023 Local Indicator for Access to a Broad Course of Study is that ALL STUDENTS have access to a broad course of study in all grade spans, including unduplicated students and students with exceptional needs. 2022-2023: The College/Career Indicator is included as a status-only item on the 2023 Dashboard. It states that 31.6% of students are prepared.	Maintain access to a broad course of study for ALL STUDENTS. College/Career readiness will INCREASE annually
Pupil Achievement A-G Completion Career and Technical Education Completion	From CDE Dashboard, Additional Reports and Data, College/Career Measures Report, 2019-2020: 2019-2020: A-G Completion: 60%	From CDE Dashboard, Additional Reports and Data, College/Career Measures Report, 2020-2021: 2020-2021: A-G Completion: 31.6%	From CDE Dashboard, Additional Reports and Data, College/Career readiness Measures Report, 2021-2022: 2021-2022: A-G Completion: 27.4%	From CDE Dashboard, Additional Reports, College Career Levels & Measures Report and Data, 2022-2023: 2022-2023: A-G Completion: 21.0%	Percentage of students completing A-G requirements will INCREASE annually Percentage of students complete Career and Technical

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advanced Placement with score of 3 or higher	2019-2020: Career and Technical Ed Completion: 35.5%	2020-2021: Career and Technical Ed Completion: 24.3%	2021-2022: Career and Technical Ed Completion: 29.1%	2022-2023: Career and Technical Ed Completion: 31.8%	Ed Pathways will INCREASE annually
College Preparedness (EAP/SBAC)	2019-2020: Advanced Placement with 3 or higher: 72%	2020-2021: Advanced Placement with 3 or higher: 63%	2021-2022: Advanced Placement with 3 or higher: 73%	2022-2023: Advanced Placement with three or higher: 73%	Percentage of students passing Advance Placement tests with a 3 or higher will INCREASE annually
	2019-2020: College Preparedness: 60.8%	2020-2021: College Preparedness: Not calculated for this year due to lack of valid data.	2021-2022: College Preparedness: No calculation for this year.	2022-2023: College Preparedness: 59.6% prepared	Percentage of college preparedness will INCREASE annually

Goal Analysis

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

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

All actions were implemented and helped move Oakdale Joint Unified toward its goals, though the pandemic through a large wrench into the works and that should be noted. In 23-24, all students and staff have the curriculum they need and access to curriculum supplements as needed (Action 1.1). World Languages and Secondary ELD have received curriculum support to improve services to their students (Action 1.1 and 1.2). A curriculum boot camp was given to 1st grade teachers in a new phonics curriculum that they have implemented with success, and all TK-6 teachers, secondary English teachers, secondary math teacher, secondary special education teachers, and high school science teachers have had multiple days of professional development (Action 1.1). Curriculum Councils, teams of administrators and teachers, have met to discuss instructional practices and consider how to move sites toward more cognitive engagement in their classrooms (Action 1.2). The Technology Committee met to discuss everything from AI to a new technology goals for each grade level and support our technology infrastructure (Action 1.8), and the Writing Committee was convened to build continuity and increase writing skills in the District in all subject areas (Action 1.2). Intern and probationary teachers received training in our district's instructional norms, and academic coaches have continued to support our intern and probationary teachers throughout the school year (Action 1.3). Probationary teachers are enrolled in the Stanislaus County Induction program at the District's expense to gain further training and to clear their credentials (Action 1.6). As always, OJUSD works hard to hire and maintain highly qualified staff who are the backbone of all we do (Action 1.7). At the District level, both ELPAC and CAASPP testing coordination has been successful and we provide District-level professional development throughout the year (Action 1.4). We also fund other professional development opportunities to increase our teachers' understanding of various subject areas (Action

1.4). We have counselors and career technicians at both Oakdale High School and East Stanislaus Continuation High to help students explore the possibilities ahead of them in a variety of ways (Action 1.5). The counselors have also been integral in moving our students and staff toward a deeper understanding of the A-G pathways (Action 1.5). Finally, we provide academic enrichment through GATE, music, and Outdoor Ed and have continued doing this to support our students in their education (Action 1.9). There really isn't a single action on here that has not contributed to the growth of our students, as small as that growth might be. It cannot be said that these actions are not effective with the pandemic and its myriad of effects in mind. This is in no way meant to be an excuse, but it cannot be underestimated how much the years of online school affected teaching and learning, and we are making good progress back toward pre-pandemic levels.

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

There were no material differences between Budget Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services and Estimated Actual Percentages of Improved Services. All actions were implemented to achieve the articulated goal.

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

There is no substantive difference in planned actions and actual implementation of these actions. The goal was to provide a continuum of academic excellence producing graduates who are college and career ready. Our graduation rate at Oakdale High School is 95.2%, and at East Stanislaus Continuation High School, it is 98.1%. We have not often met our academic indicator measures, but we are improving on those measures since the pandemic. In fact, on the 2023 CA Schools Dashboard, we increased 13.8 points in ELA across the Oakdale Joint Unified School District and 12.3 points in Math across the District, even though we have not met our CAASPP goals. We have continued to hire highly qualified teachers to educate our students and we have trained them and made sure they are well equipped with materials and curricula. Our English Learner students are making strong progress in both the EL Progress Indicator on the Dashboard with a 6.9% increase and 10% reclassification rate. We are continuing to work on improving A-G completion rates and our CTE completion rates. Our College/Career Indicator on the Dashboard is in the low range, but we hope that will come up next year through our efforts with the A-G Task Force.

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

Changes resulting from reflections on prior practice include adding a specific metric (1.3) and action (1.1) for Long Term English Learners, adding a specific metric (1.1) and action (1.1) for Students with Disabilities ELA Indicator, adding a metric for SWD College and Career Readiness (1.8) and adding them specifically to the actions (1.5 and 1.6), adding a metric (1.11) and action (1.10) for Transitional Kinder

Expansion and Full Day Kinder support, adding the District Librarian Committee to our Facilitation and Support of PLC action (1.2), and splitting College and Career Readiness into two separate actions (1.5 and 1.6) to better focus on each. By doing this, it is our hope that attention will be given to both areas separately, increasing the likelihood of improving the metrics. We have also moved Pupil Outcomes from being part of the 4th metric to being its own metric, since the College/Career Readiness is becoming increasingly important and will have both Status and Change in next year's Dashboard. The other changes are all new in order to meet the new rules and requirements of the LCAP, but ultimately, we hope that increased and specific attention to those areas will increase those metrics as well. We have also moved Technology Infrastructure from Goal 1 to Goal 3 where it best fits with our other infrastructure metrics and actions.

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

Goals and Actions

Goal

Goal #	Description
2	OJUSD will provide strategic and accelerated intervention for identified at-risk students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator: ELA	2018-2019: 22.27% Standard Not Met	2020-2021: 28.74% Standard Not Met	2021-2022: 29.04% Standard Not Met	2022-2023: 29.29% Standard Not Met	% Not Meeting Standard will DECREASE annually
Academic Indicator: Math	2018-2019: 31.37% Standard Not Met	2020-2021: 40.94% Standard Not Met	2021-2022: 36.78% Standard Not Met	2022-2023: 37.48% Standard Not Met	% Not Meeting Standard will DECREASE annually
English Learner Progress Indicator	2018-2019: 47.1% Making Progress towards English Language Proficiency	2020-2021: 47.64% making progress towards English language proficiency	2021-2022: 48.8% making progress towards English language proficiency	2022-2023: 52.7% making progress towards English Language proficiency	% Making Progress towards English language Proficiency will INCREASE annually
College Career Indicator	2018-2019: 35.7% Prepared	2020-2021: No College/Career Indicator data included.	2021-2022: No College/Career Indicator on 21-22 Dashboard.	2022-2023: 32% Prepared	% Prepared will INCREASE annually
Graduation Rate	2019-2020: 92.7% Graduating	2020-2021: 90.4% Graduating	2021-2022: 95.4% Graduating (data from CA School Dashboard/Additional Reports, released December 2022.)	2022-2023: 93.5% Graduating (data from CA School Dashboard/Additional Reports, released December 2023.)	% Graduating will INCREASE annually
Suspension Rate	2019-2020: 4.0% Suspended	2020-2021: .6% suspended	2021-2022: 5.9% suspended	2022-2023: 6.1% suspended	Assist. Supt. & Supt. will continue to review

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	2019-2020: .16% Expelled	2020-2021: 0% expelled	2021-2022: 0.4% expelled (21 students)	2022-2023: .33% expelled (18 students)	suspensions and expulsions to ensure that expectations are consistent and fair to all
School Attendance Rates	2020-2021: Oakdale High School 95.82%	2021-2022 (Months 1-9) School Attendance Rates: Oakdale High School 91.30% (decrease)	2022-2023 (Months 1-9) School Attendance Rates: Oakdale High School 93.69% (increase)	2023-2024 (Months 1-9) School Attendance Rates: Oakdale High School 93.69% (~)	School Attendance Rates will INCREASE annually
Chronic Absenteeism	Fair Oaks Elementary 94.92%	Fair Oaks Elementary 93.02% (decrease)	Fair Oaks Elementary 93.22% (increase)	Fair Oaks Elementary 94.77% (increase)	Chronic Absenteeism will DECREASE annually
Middle School Dropout Rates	Magnolia Elementary 91.0%	Magnolia Elementary 92.66% (increase)	Magnolia Elementary 92.96% (increase)	Magnolia Elementary 94.10% (increase)	Middle School dropout rates will continue to be minimal
High School Dropout Rates	Cloverland Elementary 93.06% Oakdale Junior HS 95.39% Valley Oak HS 61.29% East Stanislaus 76.21% Oakdale Charter 99.32% Sierra View Elementary 92.64%	Cloverland Elementary 92.33% (decrease) Oakdale Junior HS 90.87% (decrease) Valley Oak HS 72.27% (increase) East Stanislaus 81.94% (increase) Oakdale Charter 98.05% (decrease) Sierra View Elementary 93.37% (increase)	Cloverland Elementary 92.95% (increase) Oakdale Junior HS 92.88% (increase) Valley Oak HS 74.73% (increase) Valley Oak Elem 90.15% (first year) East Stanislaus 83.45% (increase) Oakdale Charter 99.19% (increase) Sierra View Elementary 93.96% (increase)	Cloverland Elementary 94.25% (increase) Oakdale Junior HS 94.59% (increase) Valley Oak HS 89.05% (increase) East Stanislaus 81.78% (decrease) Oakdale Charter 98.79% (decrease) Sierra View Elementary 94.87% (increase)	High School dropout rates will DECREASE annually
	2018-2021: 11% Chronically Absent (No data on chronic absenteeism was released by the state in 2019-2020)	2020-2021: 18.4% Chronically Absent	2021-2022: 27.8% Chronically Absent	2022-2023: 20.6% Chronically Absent	
	Baseline of middle school drop out numbers to be	CDE does not provide a rate for middle school drop outs.		CDE does not provide a rate for middle school drop outs.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>established 2021-2022</p> <p>2019-2020: 4.68% drop out rate at high schools</p>	2020-2021: 5.7% drop out rate at high schools	<p>CDE does not provide a rate for middle school drop outs.</p> <p>2021-2022: 1.99% drop out rate high schools</p>	2022-2023: 3.85% drop out rate at high schools	

Goal Analysis

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

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

Goal 2 is that OJUSD will provide strategic and accelerated intervention for identified at-risk students. In meeting this goal, it is worth noting that the COVID-19 pandemic adversely impacted education for all students, with at-risk students suffering an outsized proportion of that impact. The fact that the percentage of students who have not met academic standards in ELA has increased by 7% from 2019 to 2023 and the percentage of students who have not met the academic standards in math has increased by 6% over the same period definitely poses a continuing challenge to Oakdale Joint Unified School District, but other indicators are showing a marked improvement over that time. Our English Learner Progress indicator has increased; our graduation rate remains strong, especially at Oakdale High School and East Stanislaus Continuation High School; and Chronic Absenteeism has decreased from a high of 27.8% in 2021-2022 to 20.7% in 2022-2023. Data gathered during the 23-24 school year, indicates that the AirTutors program, while moderately successful for a few students, has not had the strong, positive impact we had hoped, especially for our most at-risk students. We will likely redirect these funds to a different tutoring program next year.

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.

While we did add some trainings to this year, especially for our paraprofessionals, there was no material difference between our Budgeted Expenditures and the Estimated Actuals.

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

In meeting this goal, OJUSD provided training and support in Tier 1 (classroom) curriculum and SEL best practices to all TK-6 grade teachers and secondary math, English, and high school science, three times a year, allowing collaboration and planning time, and Tier II (intervention) curriculum to all intervention staff in our elementary Learning Labs including training in Reading Mastery, Corrective Reading, and i-Ready math personalized pathways as part of Action 2.1. For Action 2.2, OJUSD held a summer school program for grades 9-12 in the summer of 2023, allowing students to work on credit recovery as needed. We also continued to support a study hall at East Stanislaus Continuation High School in order to help students succeed, and expanded the Air Tutors program to include the jr high and the high school. The junior high also ran an after school intervention program. Action 2.3 refers to English Learner Development. One part of this program is the updating of the ELD curricula at the junior high and high school, support for our Bilingual Education staff, and the use of the Lexia program to support newcomer students. The successful aspects include the trainings for all teachers in Tier I and the trainings for support staff in Tier II. We added a training for all paraprofessionals on best practices for paras, and this was received well by all groups, though admittedly less well by secondary paraprofessionals. We plan to continue these trainings, with special attention to the secondary paras, in coming years. The curricula trainings for the intervention staff was especially successful, resulting in the cross-training of all staff and a very successful elementary intervention program. Air Tutors was also well received by those who used it, but the numbers of students actually using it at both the jr high and the high school remains rather low. Summer school at Oakdale High School was also successful and served a large number of students through the Edgenuity program. Because of concerns about cheating and genuine learning, Edgenuity may not be utilized in the future. As for English Learner Development, training of staff went well, but implementation of the new Lexia program for newcomers did not. Staff found the program cumbersome to use and so it was tabled in order to release staff to provide services without the burden of attempting to implement a new program. The improved programs rolled out in junior high and high school English classes and support classes for English Learners were very successful there and have led to an increased English Learners Indicator on the CA Schools Dashboard.

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

For Goal 2, we have made several changes, the first to the goal itself. We have added "mental health, and behavioral health for identified at-risk students, including but not limited to, Students with Disabilities (SWD), English Learners (ELs), foster youth, and socio-economically disadvantaged (SED) students." We have made this change in order to make sure that the mental health needs of students, which have been increasing, are specifically called out in the LCAP. We have also added a metric (2.8) to better measure our progress in meeting these needs. For metric 2.3, we have included a new baseline for the college and career readiness indicator for SWD who are currently in the lowest performance band (status only VERY LOW), and for metric 2.4, we have specifically called out SWD for their graduation rate. It is currently 79.9% and exceeds our goal of 75%, but we have created the ongoing goal of the graduation rate staying at 75% or above. Under metric 2.5, we are required to include all schools and subgroups within those schools who fell into the lowest performance band for suspensions. Therefore, we have called out Cloverland Elementary for having SED students, SWD, and white students with high suspension rates; Oakdale Jr. High which is called out both as a school and because of the English Learners, Hispanic students, SED student and SWD subgroups, all of which have high suspension rates, and Oakdale High School in which students of 2 or more races and SWD have high suspension rates. Each has also been given a target for the Year 3 Outcome. As for changes in the actions, we have made several, some small, some large. In Action 2.1, we have added Tier One and Tier Three to curricula and training as we are supporting all tiers of our academic MTSS systems to better serve students. In Action 2.3 we have added that Lexia further supports EL students. Action 2.4 is entirely

new and is the section that pulled in previous Goal 4. This recombines elementary and secondary Special Education Services under one goal though their Task Forces will remain separate, and streamlines some of the language previously used in goal 4 for clarity. We have also added Action 2.5 for Mental Health and Behavioral Health Services, a significant part of our MTSS system.

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

Goals and Actions

Goal

Goal #	Description
3	Oakdale Joint Unified School District will maintain a stakeholder community, facilities, and transportation that support a well-equipped, safe and secure learning environment for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Act: Facilities Inspection Tool	2019: All school sites: Good or Exemplary	2022: All sites rated as Good or Exemplary as of January, 2022.	2023: All sites rated as Good or Exemplary as of January, 2023.	2023: All sites rated as Good or Exemplary as of December, 2023.	Annual rating of all school sites as Good or Exemplary
California Healthy Kids Survey	<p>2018: % of students reporting Connectedness to School all/most of the time will increase:</p> <p>5th Grade: 78% 7th Grade: 72% 9th Grade: 58% 11th Grade: 55%</p> <p>2018: % of students reporting that they've ever Vaped or used Vape Products: 5th grade: 1% 7th grade: 3% 9th grade: 8% 11th grade: 20%</p>	<p>2021: % of students reporting Connectedness to School all/most of the time:</p> <p>5th grade: 77% 7th grade: 60% 9th grade: 55% 11th grade: 54%</p> <p>2021: % of students reporting that they've ever Vaped or used Vape Products: 5th grade: 1% 7th grade: 5% 9th grade: 18% 11th grade: 29%</p>	<p>2021: % of students reporting Connectedness to School all/most of the time:</p> <p>5th grade: 77% 7th grade: 60% 9th grade: 55% 11th grade: 54%</p> <p>2021: % of students reporting that they've ever Vaped or used Vape Products: 5th grade: 1% 7th grade: 5% 9th grade: 18% 11th grade: 29%</p>	<p>2023: % of students reporting Connectedness to School all/most of the time:</p> <p>5th grade: 72% 7th grade: 62% 9th grade: 50% 11th grade: 53%</p> <p>2023: % of students reporting that they've ever Vaped or used Vape Products: 5th grade: 0% 7th grade: 10% 9th grade: 15% 11th grade: 21%</p>	<p>Bi-Annual Increase in Connection to School</p> <p>Bi-Annual Decrease in Student Vaping</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Parent/Family Engagement Tool</p> <p>Parent Participation in programs for unduplicated pupils</p> <p>Parent Participation in programs for individuals with exceptional needs</p>	<p>Parent Survey Data: New Baseline to be established in 2021-2022</p> <p>Parent participation in programs for unduplicated pupils baseline to be established in 2021-2022.</p> <p>Parent participation in programs for individuals with exceptional needs baseline to be established in 2021-2022.</p>	<p>Parent Involvement and Engagement Survey Data (Full Implementation and Full Implementation with Sustainability) 2021-2022:</p> <p>Implementing Trusting/Respectful Relationships: 38.5%</p> <p>Creating welcoming environments for all families: 40.6%</p> <p>Learning about each families strengths, cultures, languages, and goals for their children: 24.9%</p> <p>Providing opportunities for two-way communication between families and teachers: 46.6%</p> <p>Providing information and resources to support student learning in the home: 32.4%</p> <p>Providing opportunities for meetings between families and teachers to help students succeed: 44.7%</p> <p>Providing opportunities for</p>	<p>Parent Involvement and Engagement Survey Data (Full Implementation and Full Implementation with Sustainability) 2022-2023:</p> <p>Implementing Trusting/Respectful Relationships: 53.7%</p> <p>Creating welcoming environments for all families: 60.3%</p> <p>Learning about each families strengths, cultures, languages, and goals for their children: 40%</p> <p>Providing opportunities for two-way communication between families and teachers: 63%</p> <p>Providing information and resources to support student learning in the home: 48.9%</p> <p>Providing opportunities for meetings between families and teachers to help students succeed: 59.6%</p>	<p>Parent Involvement and Engagement Survey Data (Full Implementation and Full Implementation with Sustainability) 2023-2024:</p> <p>Implementing Trusting/Respectful Relationships: 53.7%</p> <p>Creating welcoming environments for all families: 60%</p> <p>Learning about each families strengths, cultures, languages, and goals for their children: 35.8%</p> <p>Providing opportunities for two-way communication between families and teachers: 60.5%</p> <p>Providing information and resources to support student learning in the home: 52.1%</p> <p>Providing opportunities for meetings between families and teachers to help students succeed: 56.8%</p>	<p>Annual Improvement in all categories of the Parent Involvement and Engagement Survey.</p> <p>Parent participation in programs for unduplicated pupils will INCREASE annually once baseline is established.</p> <p>Parent participation in programs for individuals with exceptional needs will INCREASE annually once baseline is established.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>families to understand and advocate for legal rights of students: 29.5%</p> <p>Helping families engage in advisory groups: 31.4%</p> <p>Providing opportunities for input on policies and programs, including from underrepresented families: 19.4%</p> <p>Providing opportunities for families and school staff to work together to plan family engagement opportunities: 22.8%</p> <p>Parent participation in programs for unduplicated pupils baseline to be established in 2022-2023.</p> <p>Parent participation in programs for individuals with exceptional needs baseline to be</p>	<p>Providing opportunities for families to understand and advocate for legal rights of students: 43.4%</p> <p>Helping families engage in advisory groups: 49.2%</p> <p>Providing opportunities for input on policies and programs, including from underrepresented families: 35.3%</p> <p>Providing opportunities for families and school staff to work together to plan family engagement opportunities: 43.0%</p> <p>Parent participation in programs for unduplicated pupils baseline to be established in 2023-2024.</p> <p>Parent participation in programs for individuals with exceptional needs baseline to be</p>	<p>Providing opportunities for families to understand and advocate for legal rights of students: 38.9%</p> <p>Helping families engage in advisory groups: 47.9%</p> <p>Providing opportunities for input on policies and programs, including from underrepresented families: 34.7%</p> <p>Providing opportunities for families and school staff to work together to plan family engagement opportunities: 36.3%</p> <p>Parent participation in programs for unduplicated pupils baseline to be established in 2024-2025.</p> <p>Parent participation in programs for individuals with exceptional needs baseline to be</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		established in 2022-2023.	established in 2023-2024.	established in 2024-2025.	
<p>Bus Inspection Reports</p> <p>Number of Students Served</p> <p>Number of Routes provided</p>	<p>Baseline</p> <p>In 2022-2023, all District vehicles were inspected and found to be in exemplary condition.</p> <p>In 2022-2023, OJUSD transportation served 14 TK students 52 Kinder students 409 1-6 grade students 417 SED students 172 SWD 3 homeless students 8 students in foster care 150 English learners (students may fall into more than one category)</p> <p>In 2022-2023, 8 General Ed routes and 4 Special Ed routes were provided.</p>	New Goal 23-24	New Goal 23-24	<p>New data will be available in Spring, 2024.</p> <p>In 2023-2024, all District vehicles were inspected and found to be in exemplary condition.</p> <p>In 2023-2024, OJUSD transportation served 14 TK students 54 Kinder students 413 1-6 grade students 439 SED students 175 SWD 5 homeless students 8 students in foster care 148 English learners (students may fall into more than one category)</p> <p>In 23-24, 8 General Ed routes and 6 Special Ed routes are being provided, and 1135 students are being transported.</p>	<p>All District vehicles will fall into the exemplary category when inspected.</p> <p>The number of students served by District Transportation services will INCREASE each year and be spread across all demographic groups.</p> <p>The number of routes provided will INCREASE each year according to District needs.</p>

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

Goal Analysis

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

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

Goal 3 is a broad goal covering student safety, facilities, and transportation. All parts of Action 3.1 were met, with annual review of safety and crisis plans, with a new district-wide crisis plan in place at the District level. OJUSD has a major commitment to the mental health and social skills of our students and has made this a part of our MTSS plan; the School Resource Officer remains an integral part of our safety systems, and primary class sizes remain at a ratio of 24 students to one teacher. Facilities, Action 3.2, were all rated as good or exemplary in December of 2023 and maintenance remains on ongoing priority. We are currently also working through a facilities plan update; the identification and replacement of air filtration systems is complete. For Action 3.3, the Transportation department has maintained all OJUSD vehicles to be safe for all students, the number of vehicles has increased by 6 busses, and qualified bus drivers and aides continue to be hired and trained. In addition, routes have increased by two as indicated by the community and OJUSD continues to provide transportation to unduplicated students and students with disabilities, starting and ending their school day in a positive, caring manner. The only actions that did not happen are the two parent participation indicators, one for the parents of unduplicated pupils and one for the parents of students with exceptional needs. Both were to produce a baseline in 2022-2023, but neither of these baselines have yet been established. The reason is that not only is it difficult to get any parents involved, but more work needs to be done in establishing which programs for unduplicated students and students with exceptional needs might be involved

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

There were not material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 3 is a broad goal covering student safety, facilities, and transportation. All parts of Action 3.1 were met, with annual review of safety and crisis plans, with a new district-wide crisis plan in place at the District level. OJUSD has a major commitment to the mental health and social skills of our students and has made this a part of our MTSS plan; the School Resource Officer remains an integral part of our safety systems, and primary class sizes remain at a ratio of 24 students to one teacher. Facilities, Action 3.2, were all rated as good or exemplary in December of 2023 and maintenance remains on ongoing priority. We are currently also working through a facilities plan update; the

identification and replacement of air filtration systems is complete. For Action 3.3, the Transportation department has maintained all OJUSD vehicles to be safe for all students, the number of vehicles has increased by 6 busses, and qualified bus drivers and aides continue to be hired and trained. In addition, routes have increased by two as indicated by the community and OJUSD continues to provide transportation to unduplicated students and students with disabilities, starting and ending their school day in a positive, caring manner. The only actions that did not happen are the two parent participation indicators, one for the parents of unduplicated pupils and one for the parents of students with exceptional needs. Both were to produce a baseline in 2022-2023, but neither of these baselines have yet been established. The reason is that not only is it difficult to get any parents involved, but more work needs to be done in establishing which programs for unduplicated students and students with exceptional needs might be involved.

The actions were effective to meet our goal of maintaining a stakeholder community, facilities and transportation that support a well-equipped, safe, and secure learning environment. We continue to increase safety measures such as lighting, cameras, and gating around schools (Action 3.2). We continue to maintain facilities and work on a major facilities plan for the coming years (Action 3.2). We continue to work with schools and students to provide prevention programs and mental health support (Action 3.1). We have seen student vaping decrease in all but 5th grade, so there is work to do there. For students reporting connectedness to school, we saw an overall downturn at all levels except 5th grade. Building more structures and activities to connect students to school is also an area in which work can be done.

The Parent Involvement and Family Engagement Survey was completed by 190 English speaking and 5 Spanish speaking families. This is down substantially from last year for both surveys. The percentages reported in the Year 3 Outcomes above were about the same as last year however, ranging from a 3.2% increase to a 6.7% decrease. (The responses of the those who took the Spanish survey had a much wider range (-20% to +30%), but as only five people responded, the data is not as valid as we had hoped.) Overall, the number of people responding to both surveys was minimal compared to the entire population, rendering the data less than valid, though the overall percentages are still much higher than when the survey was originally given in 21-22. It should be noted however that the comments included throughout the survey have been read, cataloged, and sent to those who can best address them.

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

Goal 3 itself was revised to include Technology Infrastructure which was previously in Goal 1. It fits better here as a part of the various infrastructures that help our district run smoothly, connecting all educational partners. Its corresponding metric (3.5) continues to rely on the Certificated Staff Technology Survey administered each spring, and its corresponding action (3.4) describes the various ways our infrastructure needs to be maintained and updated. Other changes resulting from reflections on prior practice include that we have not yet established a baseline for parent participation in programs for unduplicated pupils or for parent participation in programs for students with exceptional needs. This omission needs attention as we establish which programs will help form the baseline and consider how to get more parents involved as our ultimate outcome goal is to increase participation every year.

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

Goals and Actions

Goal

Goal #	Description
4	Oakdale Joint Unified School District will increase the percentage of Special Education students who graduate with a regular high school diploma from 67.2% to 75% and students who are prepared/approaching prepared in College and Career Readiness from 7% to 10% by June 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Four-Year Adjusted Cohort Graduation Rate	2020-2021: 67.2%	New goal for 2022-2023.	2021-2022: 78.6%	2022-2023: 79.7%	The rate of Special Education students graduating with a regular high school diploma will INCREASE each year, reaching 75% or more.
College/Career Indicator Rate (2018: 0% prepared; 2019: 0% prepared)	2020-2021: 7%	New goal for 2022-2023.	No College/Career Indicator was included on the 2022 CA Schools Dashboard.	2022-2023: 6.9% (8% at OHS)	The rate of Special Education students who are prepared or approaching prepared on the College and Career Indicator will INCREASE each year to 10% or more.

Goal Analysis

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

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

The overall implementation of the actions to achieve Goal 4 have been spotty at best. Challenges include a lack of buy-in from some teachers, though certainly not all; creating a systemic co-teaching model at the high school; addressing the need for more collaboration between teachers when there is a lack of time for such collaboration; making sure there is some kind of equity between the jr high and the high school in the nature of the services provided; and dealing with a seeming inability to find ways for SWD to access A-G or CTE classes because of their support classes. Successes include co-teaching at the junior high and some teachers' commitment, at both sites, to working collaboratively with others to create the best support for students possible. In addition, considering the graduation rate metric, we have met our goal, but this has created dual challenges for the future. First, having met the goal, we will need to stay motivated to keep working toward the goal; and second, there is a strong chance that this year's graduation rate will dip below 75% without the support of the COVID-era graduation credit modifications. Keeping people motivated to keep working will be a challenge either way, especially considered that motivation is already so low.

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

There is no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

While we have meet our graduation goal a year early with a 79.7% graduation rate for SpEd students at OHS and while our College/Career indicator has not yet met our goal of 10%, but is moving in the right direction, our actions for Goal 4 are helping, there is clearly still work to do. Action 4.1 is for Placement, specifically focusing on growth rather than results for our SpEd students, which has happened at the elementary and junior high levels, but needs further work at the high school level. We have trained teachers in reviewing transcripts at the high school level, and we have determined barriers to receiving a high school diploma for SpEd students, but lessons learned seem short lived and we find ourselves back in the same place each year. We have seen more success with Action 4.2, Systems of Support. Collaboration between Gen Ed and SpEd teachers has definitely increased at all levels, and communication takes place more readily between SpEd and GenEd teachers than it has previously. We have provided co-teaching training for all SpEd teachers and the GenEd teachers with whom they partner in co-teaching and push-in classes at the jr high and high school. Action 4.3 is Course Access and in this we have been largely unsuccessful in implementing change. We have not developed a 4-year SDC math pathway that would meet the Algebra requirement (and there is little support for this at Oakdale High School), and we have not added a college/career readiness course to replace our current support classes for resource students, and though we have identified barriers to for SpEd students to access more math courses or more CTE pathways, we have not been able to remove these barriers. The one success is that more A-G electives have been certified, which means classes are open to all OHS students; it does not mean they are more available to SpEd students. Action 4.4, Awareness, is the area in which we've had some success, We have created materials, including posters, bookmarks, a four-year plan, and pamphlets that will increase and develop awareness of A-G requirements. We have not done the same with CTE pathways and

requirements, but again, these pathways are generally unavailable to SpEd students who are required to take support classes and are therefore unable to fit electives into their schedule until it is too late to complete an entire CTE pathway. However, even with the number of challenges we continue to work on for this goal, our students have increased their graduation rates substantially and there is more collaboration and communication between SpEd and General Ed teachers who work with SpEd students than there has ever been. The data we use to measure this goal comes from the CA Schools Dashboard each year.

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

There have been no changes to this goal between 2022 and 2023, but for the next iteration of LCAP, this goal will be rolled back into Goal 2. The actions have not been as effective as we had hoped and I believe that we can rethink some of these actions to be more supported (they need additional support from staff and administration) and more realistic (if a SpEd student needs to take support classes, how can we also make electives more accessible within those parameters). Goal 4 in the 2024-27 LCAP will be the equity multiplier focus goal. This goal focuses on East Stanislaus High School and how it will utilize the equity multiplier funds.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023