

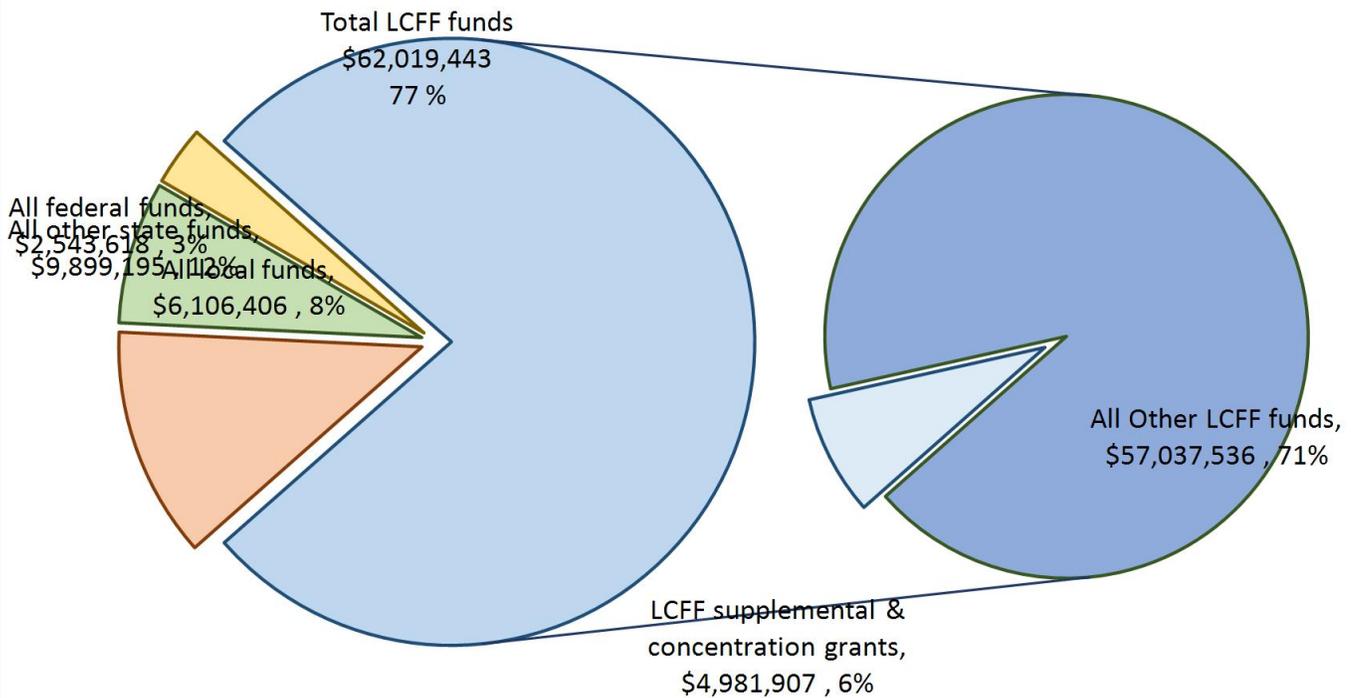
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oakdale Joint Unified School District
CDS Code: 50755640000000
School Year: 2024-25
LEA contact information:
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

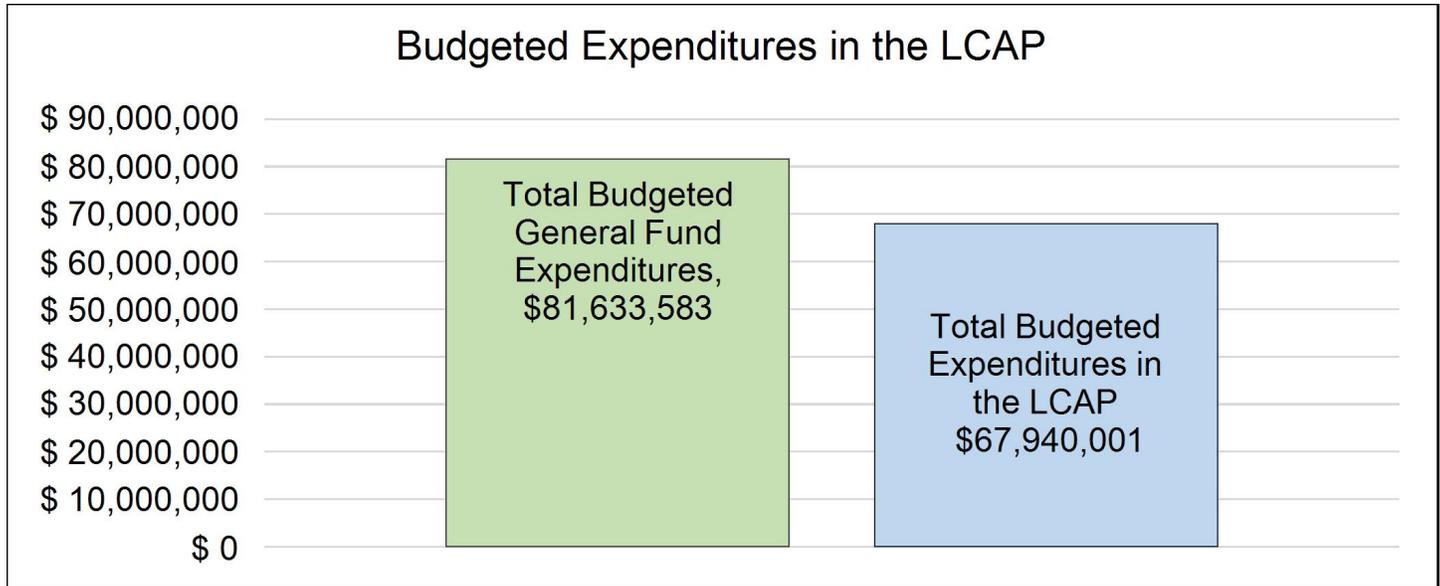


This chart shows the total general purpose revenue Oakdale Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakdale Joint Unified School District is \$80,568,662, of which \$62,019,443 is Local Control Funding Formula (LCFF), \$9,899,195 is other state funds, \$6,106,406 is local funds, and \$2,543,618 is federal funds. Of the \$62,019,443 in LCFF Funds, \$4,981,907 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 Oakdale Joint Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oakdale Joint Unified School District plans to spend \$81,633,583 for the 2024-25 school year. Of that amount, \$67,940,001 is tied to actions/services in the LCAP and \$13,693,582 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

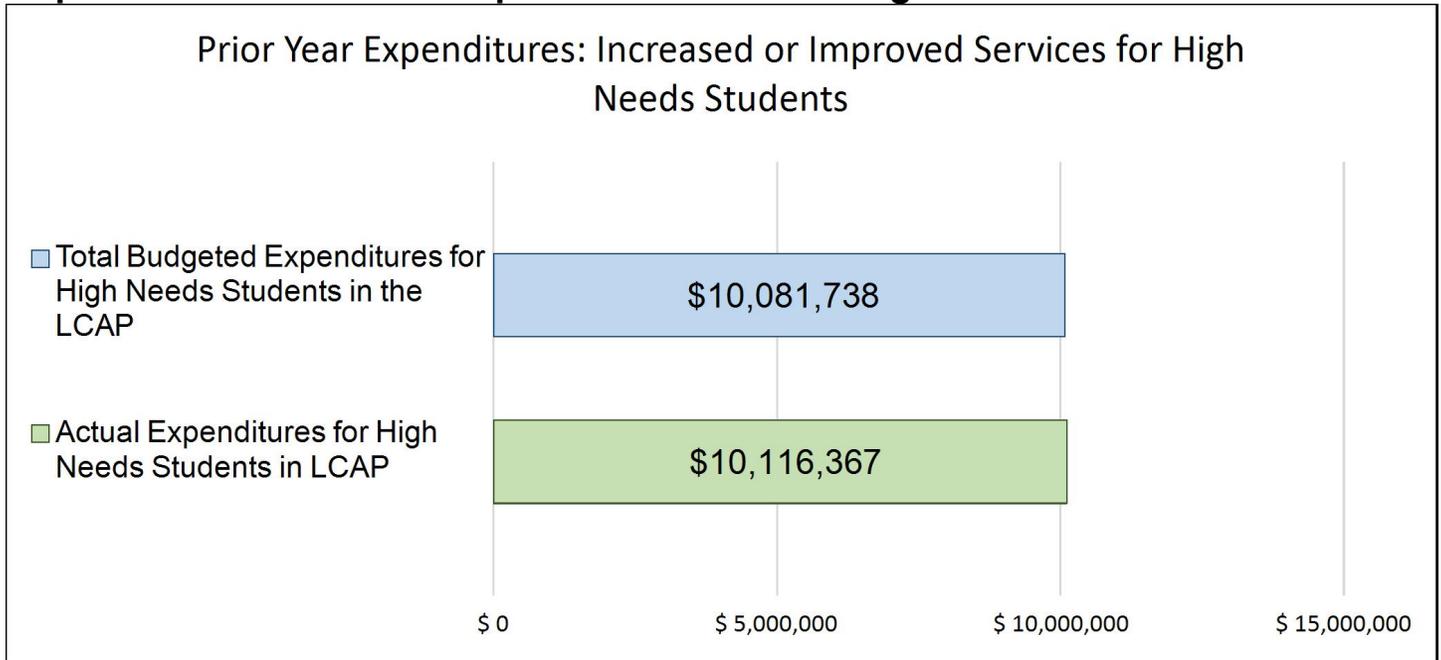
Transfers out to other funds for specific purposes are not addressed in the OJUSD's LCAP. Furthermore, utilities, insurance, and other operating expenditures are not addressed in OJUSD's LCAP.

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

In 2024-25, Oakdale Joint Unified School District is projecting it will receive \$4,981,907 based on the enrollment of foster youth, English learner, and low-income students. Oakdale Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oakdale Joint Unified School District plans to spend \$11,581,797 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Oakdale Joint Unified 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 Oakdale Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Oakdale Joint Unified School District's LCAP budgeted \$10,081,738 for planned actions to increase or improve services for high needs students. Oakdale Joint Unified School District actually spent \$10,116,367 for actions to increase or improve services for high needs students in 2023-24.

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.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakdale Joint Unified School District	Gillian Wegener Assistant Superintendent of Curriculum and Instruction	gwegener@ojusd.org (209)848-4884 ext. 106

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	2021-2022: Total # of teachers without a full credential: 6	2022-2023: Total # of teachers without a full credential: 4	2023-2024: Total # of teachers without a full credential: 2	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
	Total # of teachers teaching outside credential area: 0	Total # of teachers teaching outside credential area: 0	Total # of teachers teaching outside credential area: 2	Total # of teachers teaching outside credential area: 3	
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	From CDE Dashboard, Additional Reports and Data,	From CDE Dashboard, Additional Reports and Data,	From CDE Dashboard, Additional Reports and Data,	From CDE Dashboard, Additional Reports, College	Percentage of students completing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career and Technical Education Completion	College/Career Measures Report, 2019-2020:	College/Career Measures Report, 2020-2021:	College/Career readiness Measures Report, 2021-2022:	Career Levels & Measures Report and Data, 2022-2023:	A-G requirements will INCREASE annually
Advanced Placement with score of 3 or higher	2019-2020: A-G Completion: 60%	2020-2021: A-G Completion: 31.6%	2021-2022: A-G Completion: 27.4%	2022-2023: A-G Completion: 21.0%	Percentage of students complete Career and Technical Ed Pathways will INCREASE annually
College Preparedness (EAP/SBAC)	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%	Percentage of students passing Advance Placement tests with a 3 or higher will INCREASE annually
	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%	
	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 threw 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 material difference between Budget Expenditures and Estimated Actual Expenditures in Action 1.1 as we had more curriculum bootcamps than originally planned, including one on an early literacy curriculum, and we paid for some of these bootcamps with one-time funds. We also spent more on Curriculum Support Sessions than originally planned, giving teachers more time to collaborate and work on best practices. There was also a material difference for Action 1.9 as more was spent on our Music FTE as we were able to hire more teachers using AMS funds.

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

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:	2022-2023 (Months 1-9) School Attendance Rates:	2023-2024 (Months 1-9) School Attendance Rates:	School Attendance Rates will INCREASE annually
Chronic Absenteeism	Fair Oaks Elementary 94.92%	Oakdale High School 91.30% (decrease)	Oakdale High School 93.69% (increase)	Oakdale High School 93.69% (~)	Chronic Absenteeism will DECREASE annually
Middle School Dropout Rates	Magnolia Elementary 91.0%	Fair Oaks Elementary 93.02% (decrease)	Fair Oaks Elementary 93.22% (increase)	Fair Oaks Elementary 94.77% (increase)	Middle School dropout rates will continue to be minimal
High School Dropout Rates	Cloverland Elementary 93.06%	Magnolia Elementary 92.66% (increase)	Magnolia Elementary 92.96% (increase)	Magnolia Elementary 94.10% (increase)	High School dropout rates will DECREASE annually
	Oakdale Junior HS 95.39%	Cloverland Elementary 92.33% (decrease)	Cloverland Elementary 92.95% (increase)	Cloverland Elementary 94.25% (increase)	
	Valley Oak HS 61.29%	Oakdale Junior HS 90.87% (decrease)	Oakdale Junior HS 92.88% (increase)	Oakdale Junior HS 94.59% (increase)	
	East Stanislaus 76.21%	Valley Oak HS 72.27% (increase)	Valley Oak HS 74.73% (increase)	Valley Oak HS 89.05% (increase)	
	Oakdale Charter 99.32%	East Stanislaus 81.94% (increase)	Valley Oak Elem 90.15% (first year)	East Stanislaus 81.78% (decrease)	
	Sierra View Elementary 92.64%	Oakdale Charter 98.05% (decrease)	East Stanislaus 83.45% (increase)	Oakdale Charter 98.79% (decrease)	
	2018-2019: 11% Chronically Absent (No data on chronic absenteeism was released by the state in 2019-2020)	Sierra View Elementary 93.37% (increase)	Oakdale Charter 99.19% (increase)	Sierra View Elementary 94.87% (increase)	
	Baseline of middle school drop out	2020-2021: 18.4% Chronically Absent	Sierra View Elementary 93.96% (increase)	2022-2023: 20.6% Chronically Absent	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>numbers to be established 2021-2022</p> <p>2019-2020: 4.68% drop out rate at high schools</p>	<p>CDE does not provide a rate for middle school drop outs.</p> <p>2020-2021: 5.7% drop out rate at high schools</p>	<p>2021-2022: 27.8% Chronically Absent</p> <p>CDE does not provide a rate for middle school drop outs.</p> <p>2021-2022: 1.99% drop out rate high schools</p>	<p>CDE does not provide a rate for middle school drop outs, but OJUSD will provide baseline data for this in the 24-25 school year.</p> <p>2022-2023: 3.85% drop out rate at high schools</p>	

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.

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.

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.

In expanding the after school program, we added staff in order to serve more students resulting in a material difference in budgeted expenditures and estimated actual expenditures for Action 2.2.

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

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.

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: 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: 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: 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: 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>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>Providing opportunities for 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</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</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</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		exceptional needs baseline to be established in 2022-2023.	baseline to be established in 2023-2024.	baseline to be 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</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
				Special Ed routes are being provided, and 1135 students are being transported.	

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 metrics 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.

The material difference between the Budgeted Expenditures and the Estimated Actual Expenditures in Action 3.3 is the result of the use of one time finds to purchase six new busses to better serve OJUSD students.

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 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

Teach, Learn, Every Day, No Excuses

OJUSD



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
Oakdale Joint Unified School District	Gillian Wegener Assistant Superintendent of Curriculum and Instruction	gwegener@ojusd.org (209)848-4884 ext. 106

Plan Summary [2024-25]

General Information

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

Oakdale is located in the heart of California's Central Valley and is a gateway to Yosemite National Park. Oakdale Joint Unified School District includes four elementary schools, one junior high, one comprehensive high school, one continuation high school (which receives Equity Multiplier funding), one independent study high school, and one home charter school. The community of Oakdale is generous, supportive, and loyal to their schools, and therefore are actively involved in many ways. Many who teach in Oakdale Joint Unified live in Oakdale. Other industries employing substantial numbers of people in the community are the Hunts Tomato plant, Sconza Candy company, and Oak Valley Hospital, as well as the agricultural industry.

OJUSD Mission Statement: Teach, Learn, Every Day, No Excuses!

OJUSD Vision Statement: All OJUSD staff and students strive for improvement and excellence every day.

OJUSD Core Values: We believe all students and staff should...

* Achieve excellence in all school endeavors.

- * Lead courageously.
- * Enact justice on behalf of others.
- * Accept responsibility for their actions.
- * Maintain safe schools and positive learning environments for all.

Student goals: Every student will...

- * Achieve excellence at school endeavors.
- * Demonstrate academic growth.
- * Improve his/her academic performance each year.
- * Be able to read at grade level by the end of 3rd grade.
- * Demonstrate K-8 math fluency and proficiency in critical areas of focus to prepare students for increased rigor of high school math.
- * Identify a career interest and develop an action plan for pursuing that career by the end of 8th grade.
- * Meet the District's rigorous and relevant standards for graduation expectations.

As of April 10, 2024, 5075 students are enrolled in Oakdale Joint Unified School District. The student group populations are as follows:

- * Free and Reduced Meal Program: 2155 (number of students)
- * Foster Youth: 12
- * Homeless Youth: 17
- * Migrant Program: 53
- * English Learners: 486

In 2024, East Stanislaus Continuation High School was named an Equity Multiplier School because of a high percentage of low socio-economic students and a low stability rate, meaning students move in and out of the school with some frequency, something not uncommon at continuation high schools.

Reflections: Annual Performance

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

OJUSD saw improvement in the overall academic performance in both English (up 13.8 pts) and math (up 12.3 pts) on the California Schools Dashboard for 2023. There was also an increase of 6.9% in our EL Progress and a 7.2% drop in Chronic Absenteeism across the District. That being said, our graduation rate decreased slightly (1.9%), though both Oakdale High School and East Stanislaus Continuation High School are in the highest performance level (blue). Suspension rates and College/Career Readiness remain areas in need of improvement. Student groups in the LEA receiving the lowest performance level in the Suspension Indicator are African American, Foster, Homeless, Students of Two or More Races, and Students with Disabilities. Our suspension rate remains relatively high at 6.1% district-wide, with Cloverland Elementary in the lowest performance level for suspension rates of Socio-Economically Disadvantaged students, Students with Disabilities, and White students. Oakdale Junior High is also in the lowest performance level for suspension rates school-wide at 12.3% with the student groups English Learners, Hispanic students, Socio-Economically Disadvantaged students, and Students with Disabilities in the

red, so OJHS is also in the red as a site. Oakdale High School has two subgroups at the lowest performance level for Suspension Rate, Students with Disabilities and Students of Two or More Races. They also have a lowest performance level in English for Students with Disabilities. College and Career Readiness across the District's high schools is low at 31.6%, and English Learner students and Students with Disabilities are in the lowest performance level. More specifically, Students with Disabilities at Oakdale High, and Hispanic and Socio-Economically Disadvantaged Students at East Stanislaus High School are all in the red category in CCI. For more detailed information on each school and subgroup performance data, including metrics and actions to address students' needs in the 2024-25 LCAP, please click the following link: https://docs.google.com/document/d/18wzcyY1S-A0xNWd_Dm6VXDf7Fn7ilzlh/edit?usp=sharing&oid=110349127184204962166&rtpof=true&sd=true.

Reflections: Technical Assistance

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

The graduation rate and the College/Career Readiness indicators are the biggest challenge for Oakdale Joint Unified, especially for Students with Disabilities and for this reason, the District has been in Differentiated Assistance since 2018. Goal 4 of the 2023-2024 LCAP is to increase the graduation rates for Students with Disabilities to over 75% by June 2024. We have done this as of 2023 to 79.9%, and we're hoping to keep this rate for 2024 as well. The second part of Goal 4 in the 23-24 LCAP is to increase the rate of prepared/approaching prepared for SWD in College and Career Readiness from 7% to 10% by the June 2024. We are currently at 8% prepared, and are hoping for a jump by June 2024. To this end, OJUSD has been in Differentiated Assistance and working with Stanislaus County Office of Education since 2018 and while we have seen some progress, there is more work to do. We have established a Special Ed Task Force in which we have created an action plan and worked toward some of the actions listed there, particularly co-teaching at both Oakdale Junior High and Oakdale High School. The SpEd Task Force meets three times a year to allow teachers time to evaluate student progress and what they can do to help with this progress. In addition, they have time to collaborate with GenEd teachers to improve classroom services for their students. Stanislaus County Office of Education has also been integral in implementing empathy interviews in 2024 to solicit student perspective on what we can do to help further improve their education. Insights from these interviews have been shared at both the junior high and the high school for those sites to take further action. Starting in 2024-2025, OJUSD is also receiving Technical Assistance for high suspension rates for Students with Disabilities. We have not yet begun this work with our Special Ed Task Force, but will look at the causes and effects of suspension, how class suspensions may affect overall suspension rates, and how we can decrease suspensions while still holding students accountable for their actions.

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
OJUSD met with all educational partner groups or made information available via our District website for those unable to attend.	In the past, the Assistant Superintendent for Curriculum and Instruction has simply done a presentation presenting the successes and challenges of the LCAP year and asking for input on the future year. Participation has typically been very low by all educational partner groups. Therefore, the format was changed this year to elicit more and better feedback from all educational partner groups.
Teachers: Curriculum Councils: Grades TK-6 -- January 25, 2024; Grades 7-12 -- February 1, 2024	Curriculum Councils received a short presentation and then had the opportunity to break into small groups to view large posters of LCAP goals and actions. They could then discuss ideas with their small group and on a separate piece of poster paper, record ideas they had for that particular goal.
Principals and Administrators: Site and District level administrators were informed of the LCAP at our monthly Principals' Meetings over a period of 4 months (November 1, 2023: December 6, 2023; January 10, 2024, and February 7, 2024.	Because of time constraints, this group could not accommodate the more interactive format, but each month, they learned about one goal and had the opportunity for large group discussion and suggestion. In addition, site admin had input at the Curriculum Councils mentioned above.
Local Bargaining units of the LEA: Oakdale Teachers Association -- January 25, 2024; California School Employees Association -- February 21, 2024	Oakdale Teachers Association heard a short presentation and then had the opportunity to break into small groups to view large posters of LCAP goals and actions. They could then discuss ideas with their small group and on a separate piece of poster paper, record ideas they had for that particular goal. CSEA, because of severe time constraints and meeting format (on Zoom rather than in-person), heard a very short version of the

Educational Partner(s)	Process for Engagement
	presentation and then was invited to complete an embedded survey if they would like to give input on any section.
Parents: District English Learning Advisory Council (DELAC) -- February 2, 2024; Parent Involvement Committee -- February 29, 2024	<p>DELAC heard the presentation and then was invited to complete the embedded survey. They had the opportunity to hear the presentation in Spanish and to ask questions, but they shared very few ideas at the meeting itself.</p> <p>The Parent Involvement Committee received a short presentation and then had the opportunity to break into small groups to view a large poster of LAP goals and actions; however, this opportunities was declined as no parents attended this PIC meeting and the teachers and administrators in attendance has shared their input elsewhere.</p>
Students: English Learner students, Leadership students, Choir students, and Special Ed students -- February 22, 2024	Four groups of students received a short presentation during the school day. They then had the opportunity to break into small groups and view a large poster of LCAP goals and actions. They could then discuss their ideas for that particular goal and then record those ideas on a separate sheet of paper. An adult was present at each station to answer questions and act as a scribe if the students wished.
All groups: All parties above and all others who were interested, but unable to attend one of the above meetings -- until February 29, 2024	All groups and the wider public have access via the OJUSD website to a video explaining the LCAP process and to input surveys in order to be able to share their ideas as well. The explanatory video is in English, and transcripts are provided in both Spanish and English. The presentation and all posters and surveys are also posted in both Spanish and English.
East Stanislaus Continuation High School Equity Multiplier Advisory team -- March 27, 2024	Four parents, three students, a teacher, and the principal participated in a noon-time meeting to discuss the Equity Multiplier goal. The Educational Partners were gathered by the principal of East Stanislaus, an explanation of the Equity Multiplier funds was given, and the suggested goal was reviewed. The assembled team suggested a change to the graduation metric and had no other suggestions.
SELPA -- May 7, 2024	The 24-25 LCAP was emailed to our county SELPA director for review.

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

It should be noted that parents and families, members of DELAC, and members of CSEA gave no input on the 24-25 LCAP. They had opportunity both in meetings and on the OJUSD website via the video, powerpoint, and survey in both English and Spanish. Students, teachers, and administrators, however, gave ample and thoughtful input.

For Goal 1, students primarily asked for more regular communication regarding opportunities available in college and careers. While much of this information is communicated to students through announcements and email, they don't perceive that they are receiving this information, so more student-centered ways of communication must be found. Students suggested more course offerings, more career presentations, and the addition of a JROTC program. Teachers suggested more vertical team meetings, so we are building that into the 24-25 professional learning communities calendar. We are also expanding the Writing Committee, and taking volunteer teachers on Teachers Visiting Teachers program. Teachers also had many ideas for increasing A-G awareness and college readiness. In 24-25, we'll have separate goals for college and career readiness and will continue the work of the A-G Task Force.

For Goal 2, students would like in-person, rather than online tutoring; they feel a homeroom would be beneficial, especially if life skills were taught. Teachers felt that aides need continued professional development, that Parent Nights should be implemented to provide support and connection between school and home, and that summer school should return to an in-person model, which is happening for summer 2024.

For Goal 3, students suggested improving bathrooms, adding more gender neutral bathrooms, increasing supervision especially in the parking lot, repairing roofs, and putting water bottle filling stations in place. Teachers concur that both student and staff bathrooms need attention. There were many suggestions for increased maintenance and increased supervision.

For Goal 4, suggestions included making sure there is intervention for those who need support, working on A-G course access for Students with Disabilities, continuing career exploration opportunities, decreasing class size for push-in model, and adding more A-G electives, something that is being worked on in both the performing arts department with both theater and music. This goal 4 and the suggestions given to support and improve it will be moved to Goal 2 in the 24-25 LCAP

For New Goal 4 (Equity Multiplier goal): Suggestions included lowering the graduation rate metric to 90% instead of 97%, since 90% is still a very high graduation rate for a continuation high school.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

This goal was developed in order to address the instruction and support impacting every student in every grade level and in every curricular area. Taken together, the actions herein will ensure that our students are progressing toward graduating college and/or career ready from the minute they start school in Oakdale Joint Unified School District.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Academic Indicator: English (CAASPP Scores) (CA Schools Dashboard)	<p>2022-2023: 45.42% of OJUSD students Met/Exceeded standards in English.</p> <p>SWD at Oakdale High School improved in ELA on the CA Schools Dashboard by 12.3 points to 165.3 points below standard though they are in the lowest performance group.</p>			<p>CAASPP results will have increased by at least 10% by 2027-2028.</p> <p>SWD at Oakdale High School will decrease the number of points below standard in ELA on the CA Schools Dashboard by 12</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					points or more each year and will no longer be in the lowest performance group.	
1.2	Academic Indicator: Math (CAASPP Scores)	2022-2023: 34.36% of OJUSD students Met/Exceeded standards in math.			CAASPP results will have increased by at least 10% by 2027-2028.	
1.3	Academic Indicator: Science (CA Science Test -- CAST Scores) (CA Schools Dashboard)	New metric as of 2024-2025. Baseline data will be determined in 24-25.			CAST results will improve by at least 2 percent each year.	
1.4	Implementation of State Academic Standards (Teacher LCAP Survey)	2024: In ELA: 93.4% at full implementation and sustainability or full implementation In ELD: 95.1% at full implementation and sustainability or full implementation In Math: 95% at full implementation and sustainability or full implementation In Science: 68.6% at full implementation and sustainability or full implementation In History-Social Science: 88.5% at full implementation and			Implementation of State Academic Standards will be at 90% or higher for full implementation and full implementation with sustainability for all subject areas.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		sustainability or full implementation				
1.5	Teacher Assignments (CA Schools Dashboard)	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.	
1.6	Standards Aligned Curriculum (CA Schools Dashboard)	2023-2024: 100% of curriculum is aligned to standards			100% of curriculum will continue to be aligned to standards.	
1.7	A Broad Course of Study including courses for unduplicated students and students with exceptional needs (CA Schools Dashboard, local indicators)	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.			Maintain access to a broad course of study for all students, including unduplicated students.	
1.8	Pupil Outcomes (CA Schools Dashboard)	2022-2023: College/Career Readiness Indicator (status-only): 31.6% of students are prepared. SWD are in the VERY LOW category of College/Career Readiness at 8% prepared.			College/Career Readiness as indicated by the CA Schools Dashboard will increase to at least 45% by 2027-2028. The percentage of SWD designated	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					as prepared in College/Career Readiness indicator will increase to at least 15% by 2027-2028.	
1.9	A-G Completion (CA Schools Dashboard)	2022-2023: A-G Completion 21% District-Wide; 27% at OHS			By 2027-2028, A-G Completion will increase to 40%.	
1.10	Pupil Achievement Career and Technical Education Completion Advanced Placement with a score of 3 or higher College Preparedness (EAP/SBAC) (CDE Dashboard, Additional Reports and Data, College/Career Measures Report)	2022-2023: Career and Technical Ed Completion: 31.8% Advanced Placement with three or higher: 73% College Preparedness: 32% prepared			On the 2026-2027 CA Schools Dashboard: Career and Technical Ed Completion will improve by 2% per year for a total of 40% or more. Advanced Placement with scores of three or higher will increase to 76% or more a year. College Preparedness will increase by 2% annually.	
1.11	Transitional Kindergarten Expansion	2022-2023:			The number of TK students enrolled	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>anf Full Day Kinder Support</p> <p>TK expansion (local data)</p> <p>Kinder retentions (local data)</p> <p>Kinder academic growth (ESGI assessment scores)</p>	<p>The number of TK students is 96.</p> <p>11 Kinder students were retained.</p> <p>Baseline data on ESGI scores to be gathered in 24-25.</p>			<p>in OJUSD will increase each year.</p> <p>The number of Kinder retentions will decrease each year.</p> <p>Kinder student scores on the end of year ESGI assessments will increase each year.</p>	
1.12	<p>English Learner Progress (CA Schools Dashboard)</p> <p>English Learner Reclassification Rate (local data)</p> <p>English Learners -- gaining academic content knowledge and English Language proficiency (CAASPP Scores)</p> <p>Long Term English Learners (Ellevation)</p>	<p>2022-2023: 52.7% making progress toward English proficiency</p> <p>2022-2023: 10% of English Learners were reclassified (56 students)</p> <p>2022-2023: Percentage of Redesignated Fluent English Proficient students meeting or exceeding standards in ELA: 52.32%</p> <p>2022-2023: The number of Long Term English Learners is currently 37% of our English Learner populaton.</p>			<p>60% of English Learners will make progress toward English proficiency by 2027-2028.</p> <p>The number of English Learners being reclassified will grow by 2% each year.</p> <p>The percentage of RFEP students meeting or exceeding standards in ELA will increase by 2% each year.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					The percentage of students designated as LTELs will decrease by 2% each year.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum Implementation	Curriculum implementation will be supported with the purchase of curriculum and curriculum supplements, and teachers supported in the use of this curricula with adoption committees, curriculum bootcamps, curriculum support sessions, with a focus on the needs unduplicated students and students with disabilities,	\$1,105,712.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Facilitation and Support of Professional Learning Communities	Our professional learning communities will be planned, facilitated, and supported by the District, especially Curriculum Councils, the District Technology Committee, and the District Librarian Committee, as well as regular meetings with Academic Coaches which all help to support the District-wide PLC calendar.	\$11,434.00	Yes
1.3	Systemic Support of Dynamic Instruction	The District will train and support staff in a number of ways including IS4 training (Instructional Strategies Supporting Student Success -- our district instructional norms), Academic Coaching for all new and, as needed, veteran teachers, and the Teachers Visiting Teachers program.	\$706,508.00	Yes
1.4	Central Office Coordination of Curriculum and Instruction	The Central Office will support District Level professional development and testing (i-Ready, CAASPP, & ELPAC).	\$504,173.00	Yes
1.5	College Readiness	College Readiness includes support for counselors, college awareness, field trips, the A-G Task Force, support for the Merced Automatic Admissions Program (MAAP) and Dual Enrollment, as well as college preparedness events. We will also focus on verifying data accuracy in the College and Career indicator.	\$952,405.00	Yes
1.6	Career Readiness	Career readiness includes support for career technicians, career events, career centers, and expansion of CTE pathways.	\$1,849,088.00	Yes
1.7	New Teacher Support	District support for new teacher participation in the Stanislaus County Induction program.	\$176,841.00	Yes
1.8	Hire and Maintain Highly Qualified Staff	OJUSD will hire and maintain highly qualified staff, including two elementary vice principals, in order to support all students' academic progress.	\$50,694,501.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Academic Enrichment	Academic enrichment includes the GATE program, music program, expansion of music and art programs, and the District's Outdoor Ed contribution.	\$622,642.00	Yes
1.10	Transitional Kinder Expansion and Full Day Kindergarten Support	As our TK program expands and our K program moves to full day, we will support additional TK teachers as needed to support TK expansion, additional TK and K instructional aides, and professional development for all groups, as well as providing art and music support for full day K.	\$691,481.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Oakdale Joint Unified School District will provide strategic and accelerated intervention in academics, 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.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

This goal is intended to support student groups demonstrating a gap as measured by State Dashboard Indicators and local metrics. Student groups requiring support include 1) At-risk General Education students; 2) Unduplicated students, including English Learners not making progress toward English proficiency; and 3) Students with Disabilities.

Program oversight is essential and will be provided as follows: At-risk General Education Intervention oversight is provided by the Learning Lab Coordinators and Learning Lab Staff during quarterly meetings, and by behavioral/mental health teams. English Learner Program oversight is provided by the English Learner Program Committee and DELAC. Oversight for Students with Disabilities is provided by the Special Ed Task Force and by the SST systems in place. Oversight of services for students in need of mental health and behavioral support is provided by site administration and the Pupil Services department.

Intervention programs in OJUSD must include systemic identification of at-risk students, delivery of accelerated intervention, monitoring of student progress and ongoing program evaluation. Credit recovery and remediation will continue to be available for grades 9-12 via alternate education programs available at East Stanislaus Continuation High School and Oakdale Charter School as well as on-line learning available after school hours at the East Stanislaus Campus.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Academic Indicator: ELA (CAASPP Scores)	2022-2023: 29.29% Standards Not Met			Percentage of students Not	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Meeting Standards will DECREASE by at least 2% annually.	
2.2	Academic Indicator: Math (CAASPP scores)	2022-2023: 37.48% Standards Not Met			Percentage of students Not Meeting Standards will DECREASE by at least 2% annually.	
2.3	College/Career Indicator (CA Schools Dashboard)	2022-2023: 32% prepared 2023-2023: 8% of SWD are prepared			Percentage of students at prepared will INCREASE by at least 2% annually. The percentage of SWD who are college/career prepared will INCREASE by at least 1% annually.	
2.4	Graduation Rate (CA Schools Dashboard)	2022-2023: 93.5% graduated 2022-2023: 79.9% of SWD at Oakdale High School graduated			Percentage of students graduating will stay above 93% annually. Percentage of SWD graduating with a full diploma will stay above 75% annually.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Suspension Rate (CA Schools Dashboard)	<p>2022-2023: 6.1% of students were suspended at least one day</p> <p>22-23: Cloverland Elementary: SED students, SWD, and White students are in the lowest category (red) at 4.5%</p> <p>22-23: Oakdale Junior High School: English Learners, Hispanic students, SED students, and SWD are in the lowest category (red) with a 12.3% suspension rate, and the site itself is in the lowest performance category overall</p> <p>22-23: Oakdale High School: SWD and students of 2 or more races are in the lowest category (red) with 8.4% suspension rate</p>			<p>The overall percentage of OJUSD students suspended will decrease by at least 1% each year.</p> <p>Cloverland Elementary will move from the red to the orange or higher category for each of the subgroups listed in suspensions.</p> <p>Oakdale Jr High School will move subgroups from the red to orange or higher categories and decrease their suspension rate each year so that they are no longer in the lowest performance group as a site.</p> <p>Oakdale High School will move the subgroups listed from red to orange or higher categories so they</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					are no longer in the lowest performing subgroup and decrease their suspension rate each year.	
2.6	Expulsion Rate (local data)	2022-2023: .33% expelled			Administration will continue to review all expulsions carefully to ensure that expectations are consistent and fair to all.	
2.7	School Attendance Rates (local data, Aeries) Chronic Absenteeism (CA Schools Dashboard) Middle School Dropout Rates High School Dropout Rates (local data, Aeries)	2023-2024 (Months 1-9) School Attendance Rates: Cloverland Elementary 94.25% (+) Fair Oaks Elementary 94.79% (+) Magnolia Elementary 94.11% (+) Sierra View Elementary 94.87% (+) Oakdale Junior HS 94.56% (-) Oakdale High School 93.66% (-) Valley Oak HS 88.64% (+) East Stanislaus 81.39% (-) Oakdale Charter 98.79% (-)			School Attendance rates will INCREASE annually Chronic Absenteeism will DECREASE annually to under 12% by 2027-2028 Middle school dropout rates will continue to be minimal. High School dropout rates will DECREASE annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>2022-2023: 20.6% Chronically Absent</p> <p>Middle School Dropout Rate: Baseline data will be provided in the 24-25 school year.</p> <p>2022-2023: High School dropout rate: 3.85% (17 students)</p>				
2.8	<p>Mental and Behavioral Health Services</p> <p>Assertive Discipline at elementary schools (local data, Step Up program)</p> <p># of positive outcomes after mental health/behavioral referrals at the jr high (local data)</p> <p># of positive outcomes after mental health/behavioral referrals at the high schools (local data)</p> <p>Student Assistance Providers (SAPs) will be available to each site.</p>	<p>New metric as of 2024-2025. Baseline data will be determined in 2024-2025.</p>			<p>Assertive Discipline incidences will decrease annually by 2% or more at each elementary school.</p> <p>The number of postive outcomes after mental health/behavioral referrals at the jr high will increase annually.</p> <p>The number of postive outcomes after mental health/behavioral referrals at the high school will increase annually.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	All sites will establish and maintain mental/behavioral health support programs.				SAPs will continue to be available to students at each site. Each site will continue to establish and maintain mental/behavioral health support programs.	
2.9	English Learner Progress (ELPAC) (English Learner Progress Indicator -- CA Schools Dashboard)	23-24: Students achieving a score of 4 on the ELPAC 23-24 ELPI -- 52.7% of English Learners are making progress toward English language proficiency.			The number of students achieving a score of 4 on the ELPAC will increase by 5% each year. The English Learner Progress Indicator (ELPI) will increase at least 2% per year.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Multi-Tiered System of Supports	Our Academic MTSS program includes Tier One, Tier Two, and Tier Three curricula and training and Elementary Learning Labs, including initial training and ongoing support for instructional aides who run the Learning Labs.	\$544,491.00	Yes
2.2	Credit recovery, remediation, and learning loss mitigation	We will continue to offer summer school at the high school, extended learning (Night School), after-school academic support at the elementary sites, and Summer Extended Learning at elementary sites. This also includes Valley Oak Online Learning Academy staff and discretionary funds, East Stanislaus Continuation High School staff and discretionary funds, tutoring opportunities at the jr high and the high school, and the afterschool intervention program at the junior high.	\$2,455,482.00	Yes
2.3	English Learner Development	Newcomer students enrolled in an elementary school have access to Lexia English (ELD) and Rosetta Stone. At the secondary level, ELD courses were revamped and include a new standards-aligned curriculum. Additional courses were also added at the high school to ensure all English learners received the required support. A bilingual paraprofessional is assigned to every school to support students and their families. The	\$639,749.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Ellevation system continues to be used to monitor student progress and manage the monitoring and reclassification workflows.</p> <p>For Long-Term English Learners (LTELs) we will continue to examine the curricula and the professional development to make sure it fits their needs and we'll analyze CAASPP and ELPAC results in order to better serve these students.</p>		
2.4	Special Education Services	<p>OJUSD Special Education Task Forces (both elementary and secondary) will continue to support, review, and, as necessary, revise systemic support for the following:</p> <ul style="list-style-type: none"> ** Equity in K-6 Resource Services across all elementary sites. ** Common Core aligned continuum in 7-12 Resource courses offered ** Common Core aligned continuum in K-12 SDC curriculum ** Co-Teaching at both the junior high and the high school ** Supporting 9-12 students in RSP and SDC in working toward a regular high school diploma and therefore, and increased graduation rate ** Supporting 9-12 students in RSP and SDC in working toward college/career readiness <p>OJUSD Special Education Task Force (both elementary and secondary) will examine the cause and effects of high suspension rates, explore the effects of period suspensions on overall suspension rates, and work on ways to bring suspension rates for Students with Disabilities down.</p> <p>These actions are part of our Differentiated Assistance support from Stanislaus County Office of Education.</p>	\$10,258.00	No
2.5	Mental and Behavioral Health Services --	This includes ongoing support of Step Up SEL program, including professional development; professional development for all staff in the mental and behavioral health parts of the MTSS program; funding for	\$333,722.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Multitiered System of Supports	additional mental health clinician for the jr high and East Stanislaus High School; and, ongoing training of staff in the recognition of suicidal ideation.		
2.6	Suspension Rates	This includes professional development for staff and ongoing monitoring at site and district level of suspensions, especially for foster youth, homeless youth, African-American students, and students of two or more races.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	OJUSD will maintain facilities, transportation services, and a technology infrastructure supporting a well-equipped, safe, and secure learning environment for all students and educational partners.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

Ensuring student safety, a robust and safe technology infrastructure, and well-maintained facilities for students, staff, and all educational partners are major focal points for Oakdale Joint Unified School District. Student safety has always been and will always be the district's top priority. Site Safety Plans and the District Crisis Response Plan are reviewed annually. The Superintendent checks in with all site administration during a monthly meeting to ensure that any areas of safety concern are immediately addressed. The District works closely with local police and fire to ensure a rapid response in the event of an emergency. The District's Facilities committee was reconvened in order to prioritize maintenance and improvement projects around the District. Facilities continue to be assessed in an ongoing fashion with an annual facilities walk-through to identify major projects. Projects that exceed the auspices of the Maintenance and Operations Department are presented to the Board for approval and additional prioritization. The Transportation Department also contributes substantially to our students' safety and well being. This includes students in all geographic areas within District boundaries, including unduplicated students, severely handicapped students, and students from outlying areas who need access to Oakdale High School. Oakdale Joint Unified's transportation program will provide a safe, equitable, and innovative culture of learning allowing all to attend school. Finally, OJUSD's technology infrastructure is an essential part of all the work done in the District, from the classroom to the boardroom and professional development to communication between and with educational partners, especially families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Williams Act: Facilities Inspection Tool (locally provided data)	December, 2023: All sites rated as Good or Exemplary.			Annual rating of all school sites as Good or Exemplary.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	California Healthy Kids Survey (CHKS administered in odd years)	<p>CHKS 2023: % of students reporting Connectedness to School all/most of the time: 5th grade: 72% 7th grade: 62% 9th grade: 50% 11th grade: 53%</p> <p>CHKS 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> <p>Bi-Annual Increase in student perceptions of School Climate</p>	
3.3	School Climate Survey (locally created survey administered in even years)	Baseline data to be collected in 2024-2025.			Feelings of school safety and connectedness among students, staff, and families will increase bi-annually.	
3.4	Parent/Family Engagement Tool (annual Parent Involvement and Family Engagement Survey)	Parent Involvement & Family Engagement Survey (Full implementation and Full Implementation with Sustainability) 2023-2024: Implementing Trusting, Respectful Relationships: 53.7%			Annual Improvement in all categories of the Parent Involvement and Engagement Survey, including feelings of School Safety and Connectedness.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Creating welcoming environments for all families: 60%</p> <p>Learning about each family's 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 students learning in the home: 52.1%</p> <p>Providing opportunities for meetings between families and teachers to help students succeed: 56.8%</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>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Providing opportunities for families and school staff to work together plan family engagement activities: 36.3%</p> <p>School Safety and Connectedness baseline to be established in the 24-25 school year.</p>				
3.5	Staff Sense of Safety and School Connectedness (annual Teacher LCAP Survey)	Baseline date for Staff Sense of School Safety and Connectedness baseline to be established in 24-25.			Staff feelings of school safety and school connectedness will increase each year.	
3.6	<p>Transportation</p> <p>Bus Inspection Reports</p> <p>Number of students served</p> <p>Number of Routes provided (locally provided data)</p>	<p>In 2023-2024, all District vehicles were inspected and found to be in exemplary condition.</p> <p># of students served in 23-24: TK: 14 Kinder: 54 Grades 1-6: 413 SED: 439 SWD: 175 Homeless: 5 Foster: 8 English Learners: 148</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 demographic groups.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		In 2023-2024, 8 General Educaiton routes and 6 Special Ed routes were provided.			The number of routes provided will match District need each year.	
3.7	<p>Parent Participation in programs for unduplicated students (local data -- sign-in sheets)</p> <p>Parent Participation in program for individuals with exceptional needs (local data and SELPA provided sign in sheets)</p>	<p>A baseline will be set in the 24-25 school year for the participation of parents of unduplicated students in required education committees and events (ELAC, DELAC, and School Site Councils).</p> <p>A baseline will be set in the 24-25 school year for the participation of parents of unduplicated students in the SELPA Community Advisory Committee (CAC).</p>			<p>Parent Participation in compensatory education committees and events (ELAC, DELAC, School Site Councils) will increase each year.</p> <p>Parent Participation in the SELPA Community Advisory Committee (CAC) will increase each year.</p>	
3.8	District Technology Survey	<p>Certificated Staff Technology Survey 2024, percentage of staff describing their technology as excellent or adequate):</p> <p>Teacher Desktop: 92%</p> <p>Teacher Laptop: 72.4%</p> <p>Capacity to Print: 93.7%</p> <p>Document Camera: 69.6% (22% don't use or want one)</p>			Percentage of staff describing their technology as excellent or adequate will be 80% or higher for each element.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Smartboard/flatscreen TV: 89.6% Classroom wifi: 93.1% Student devices: 73.6%				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Safety	This includes doing annual reviews of safety plans and crisis plans at all sites and the District Office. The District's Multitiered System of Support (MTSS) will continue to include support of social skills and mental health; the District will employ a School Resource Officer; and primary grades class sizes will be 24:1 with TK at 12:1.	\$724,589.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Facilities	Ongoing maintenance and modernization is a priority; identification, prioritization, and board approval of major facilities projects will continue; there will be ongoing identification and implementation of security systems including cameras and exit gates as needed; facilities projects for 2024-2025 include construction of modular classrooms, reworking playgrounds and playstructures, replacing ceiling tiles and gutter repairs throughout the district, shade structures at various sites, cafeteria renovations, critical roofing projects, and revamping restrooms at various sites.	\$1,981,149.00	No
3.3	Transportation	There will be ongoing maintenance of all OJUSD vehicles; the number of OJUSD vehicles will be updated and increased; qualified bus drivers and aides will be hired and trained. Services will continue to be increased as needed by the community; and, transportation will continue to be provided to unduplicated students and students with severe disabilities.	\$3,000,550.00	Yes
3.4	Technology Infrastructure	This will include updating and maintaining District Servers, staff and student computers, printers, SmartBoards and Smart TVs as well as network infrastructure including switches and wireless access points, and any other technology as needed.	\$798,387.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Oakdale Joint Unified School District will utilize the Equity Multiplier funds granted by the State of California to increase the academic success of students at East Stanislaus Continuation High School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

East Stanislaus Continuation High School has been named an Equity Multiplier school because it has more than 70% socio-economically disadvantaged students and less than 20% stability rate, meaning that students move in and out of the school with some frequency. The Equity Multiplier funds will allow OJUSD to target both the ELA Academic Indicator and the in-person electives offered at the school and see how lower ELA class sizes and greater access to in-person electives increase success rates and therefore, graduation rates. Educational partners provided input on all parts of this goal, especially the graduation rate, which they recommended be 90% instead of 97%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	<p>ELA Academic Indicator for SED students at East Stanislaus</p> <p>(CA Schools Dashboard)</p>	<p>2023 ELA Academic Indicator, CA School Dashboard: Increased from the previous year by 99.8 points to 52.5 points below standard. Since only 22 students took the test, we do not have specific demographic information in order to protect student privacy.</p>			<p>ELA Academic Indicator for SED students at East Stanislaus will increase each year by at least 5 points.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	# of students completing in-person electives at East Stanislaus (local data)	22-23 167 students took in-person electives (Anatomy, Business Math); 23-24: 287 students took in-person electives (Film as Literature, Speech, Business Math, Anatomy)			The number of students completing in-person electives at East Stanislaus High School will increase each year.	
4.3	Graduation rate at East Stanislaus Continuation High School (CA Schools Dashboard)	2023 Graduation Rate, CA School Dashboard: 98.1%			The graduation rate will remain at or above 90% at East Stanislaus each year.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Staffing	We will add a second English teacher to decrease the number of students in each English class and increased access to electives.	\$136,839.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,981,907	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.991%	0.000%	\$0.00	8.991%

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: Curriculum Implementation</p> <p>Need: Based on our academic data, it is evident that we need to ensure all teachers and staff have a dep understanding of subject-area curricula so they can better instruct and support or EL and SED students. ELA Overall: 13.9 points below standard (pbs) EL: 52.9 pbs</p>	<p>By making sure all teachers and staff understand all elements of their subject-area curricula, they will be better able to improve student outcomes of English Learners, Socio-economically disadvantage students, and foster youth.</p> <p>This action is provided LEA-wide to ensure the implementation of LCAP actions across the Oakdale Joint Unified School District.</p>	<p>1.1 Academic Indicator: English</p> <p>1.2 Academic Indicator: Math</p> <p>1.3 Academic Indicator: CAST</p> <p>1.6 Standards Aligned Curricula</p> <p>1.7 A Broad Course of Study</p> <p>1.8 Pupil Outcomes</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>SED 30.1 pbs Math Overall: 48.6 pbs EL: 86.5 pbs SED: 64.7 pbs</p> <p>Scope: LEA-wide</p>		<p>1.9 A-G Completion 1.10 Pupil Achievement 1.12 English Learner Progress</p>
<p>1.2</p>	<p>Action: Facilitation and Support of Professional Learning Communities</p> <p>Need: To fully support and address the specific needs of our EL and SED students, our data analysis reveals the importance of fostering collaboration among teachers and other staff to deepen and broaden their best practices, to meet the unique needs of our EL and SED students. ELA Overall: 13.9 points below standard (pbs) EL: 52.9 pbs SED 30.1 pbs Math Overall: 48.6 pbs EL: 86.5 pbs SED: 64.7 pbs</p> <p>Scope: LEA-wide</p>	<p>This action will help address the needs of unduplicated students at all sites ensuring better success for all. A Professional Learning Community helps by ensuring teachers across locations share best practices, allowing them to develop more effective strategies for our English learners and SED students, who may need extra support.</p> <p>This action is being provided on an LEA-wide basis because there are unduplicated students at all sites who will benefit from their teachers' and staff members' ongoing collaboration and thoughtful planning.</p>	<p>1.1 Academic Indicator: English 1.2 Academic Indicator: Math 1.3 Academic Indicator: CAST 1.6 Standards Aligned Curricula 1.7 A Broad Course of Study 1.8 Pupil Outcomes 1.9 A-G Completion 1.10 Pupil Achievement 1.12 English Learner Progress</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>1.3</p>	<p>Action: Systemic Support of Dynamic Instruction</p> <p>Need: Based on our academic data, it is clear that our EL and SED students can benefit from a structured academic environment. Consistent norms and coaching provide this structure, ensuring all teachers can effectively deliver the program and minimize learning disruptions for our EL and SED students.</p> <p>Scope: LEA-wide</p>	<p>Consistent norms and coaching ensure all teachers have the tools to deliver effective instruction, reducing gaps in learning that can disproportionately impact English learners and low-income students.</p> <p>This is an LEA-wide action as we regularly have teachers in need, whether they are new or veteran, at every site, so providing this training and support remains an ongoing, district-wide priority.</p>	<p>1.4 Implementation of State Academic Standards 1.5 Teacher Assignments 1.6 Standards-Aligned Curriculum 1.7 A Broad Course of Study</p>
<p>1.4</p>	<p>Action: Central Office Coordination of Curriculum and Instruction</p> <p>Need: Having a District-led PLC model helps ensure that all teachers at all sites are getting the same information and expectations. In a similar fashion, Central Office Coordination of high-stakes testing means that everyone receives the same message about the tests. Unduplicated students and students with disabilities may need extra support in preparing and executing their tests.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need to provide consistent messaging and support regarding both professional development (and within the professional development as well) and consistent message and support regarding testing security, procedures, and support.</p> <p>The professional development calendar, State-mandated testing, and the district-mandated i-Ready diagnostics need a central hand to keep them coordinated and secure for all students.</p>	<p>1.1 Academic Indicator: English 1.2 Academic Indicator: Math 1.3 Academic Indicator: CAST 1.12 English Learner Progress</p>
<p>1.5</p>	<p>Action: College Readiness</p>	<p>Making sure A-G awareness is high for students, families, and staff, and that students have access</p>	<p>1.8 Pupil Outcomes 1.9 A-G Completion</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>Need: Many of our unduplicated students do not have access to information about colleges and the admissions process outside of school. IN order to increase the number of EL and SED students meeting A-G completion rates and attending college, we will make sure there is school-based information, events, and programs for support.</p> <p>Scope: LEA-wide</p>	<p>to programs like Dual Enrollment and the Merced Automatic Admissions Program are essential to unduplicated students who may not have the familial know-how to guide students through this process.</p> <p>While most of this would take place at Oakdale High School, Oakdale Junior High has a robust college and career information program, and college/career events take place at our elementary schools, our continuation high school, and our independent student high school as well. This ensure equitable access.</p>	1.10 Pupil Achievement
1.6	<p>Action: Career Readiness</p> <p>Need: Many of our unduplicated students do not have access to information about careers and the training/education needed outside of school. In order to increase the number of EL and SED students who are career ready, we will make sure there are school-based information, events, and programs for support.</p> <p>Scope: LEA-wide</p>	<p>Making sure career awareness and training through CTE classes is available and robust is essential to all students, but especially to unduplicated students who may not have the familial know-how to guide students through this process or provide outside opportunities.</p> <p>While most of this would take place at Oakdale High School, Oakdale Junior High has a robust college and career information program, and college/career events take place at our elementary schools, our continuation high school, and our independent student high school as well. This ensure equitable access.</p>	1.7 A Broad Course of Study 1.8 Pupil Outcomes 1.10 Pupil Achievement
1.7	<p>Action: New Teacher Support</p> <p>Need: Based on our academic data, our EL and SED students require more specialized instruction</p>	<p>All students deserve teachers who are full-credentialed and who have had time and guidance in reflecting on their teaching practices.</p> <p>To meet the unique needs of EL and SED students, new teachers with robust induction</p>	1.1 Academic Indicator: English 1.2 Academic Indicator: Math 1.3 Academic Indicators: Science

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>and differentiated approaches. New teachers with strong induction training in best practices are better equipped to identify these students' needs and implement effective strategies to support their learning.</p> <p>ELA Overall: 13.9 points below standard (pbs) EL: 52.9 pbs SED 30.1 pbs Math Overall: 48.6 pbs EL: 86.5 pbs SED: 64.7 pbs</p> <p>Scope: LEA-wide</p>	<p>training are prepared to identify those needs and implement effective, differentiated instruction, resulting in positive student outcomes.</p>	<p>1.4 Implementation of State Academic Standards 1.5 Teacher Assignments 1.12 English Learner Progress</p>
<p>1.9</p>	<p>Action: Academic Enrichment</p> <p>Need: Enriching activities like music, GATE, and outdoor education programs offer EL and SED students valuable opportunities to engage with real-world contexts, enhancing their understanding of academic concepts and providing greater connectedness to school. Our academic indicators demonstrate the need to provide multiple ways to engage our students in learning and increase student outcomes.</p> <p>Scope: LEA-wide</p>	<p>By providing funding for inclusive music at all sites, a district-wide elementary GATE program, as well as for Outdoor Ed for all 6th graders in the District, we are providing for the need for academic enrichment for all students, especially unduplicated students.</p> <p>Enriching activities like music, GATE, and outdoor education programs provide EL and low-income students with hands-on learning experiences that connect academic concepts to the real world. This deeper engagement strengthens their understanding and fosters a sense of belonging in school and in the wider world.</p>	<p>1.6 Standards Aligned Curriculum 1.7 A Broad Course of Study 1.8 Pupil Outcomes 1.12 English Learner Progress</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>1.10</p>	<p>Action: Transitional Kinder Expansion and Full Day Kindergarten Support</p> <p>Need: Based on our local data, our unduplicated students have not had access to quality preschool programs for entering public school. A strong early childhood education program builds a strong academic and social foundation for the students and their subsequent education.</p> <p>Scope: Schoolwide</p>	<p>Funding the growing TK and K programs with aides and with the material support needed for these programs to grow strong in a sustainable matter for unduplicated students and all other students is essential.</p> <p>It is provided on a school-wide basis as we have four elementary schools that include TK and K programs.</p> <p>A strong early childhood program levels the playing field for EL and low-income students, providing a critical foundation in academics and social skills they may not have had access to before kindergarten.</p>	<p>1.11 Transitional Kinder expansion and full day Kinder support</p>
<p>2.1</p>	<p>Action: Academic Multi-Tiered System of Supports</p> <p>Need: Based on our academic data, our EL and SED students need extra support and resources. MTSS offers a tiered system of support to identify our EL and SED students' academic and socio-emotional needs early on. This allows for targeted interventions, ensuring they receive the extra help they need.</p> <p>ELA Overall: 13.9 points below standard (pbs) EL: 52.9 pbs SED 30.1 pbs Math Overall: 48.6 pbs EL: 86.5 pbs SED: 64.7 pbs</p>	<p>All elementary sites have a need for Tier 2 and Tier 3 intervention in both reading and math.</p> <p>We cannot provide equitable intervention without doing it at all sites for any student who needs it. MTSS equips us to proactively support EL and low-income students. This multi-tiered system pinpoints their academic and socio-emotional needs early, allowing for timely interventions that get students back on track.</p>	<p>2.1 Academic Indicator: ELA 2.2 Academic Indicator: Math 2.4 Graduation Rate</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>Scope: LEA-wide</p>		
<p>2.2</p>	<p>Action: Credit recovery, remediation, and learning loss mitigation</p> <p>Need: Based on our academic data, it is evident that our EL and SED students are behind academically and will benefit from credit recovery, remediation, and targeted programs to address learning gaps and ensure they reach their full potential.</p> <p>ELA Overall: 13.9 points below standard (pbs) EL: 52.9 pbs SED 30.1 pbs Math Overall: 48.6 pbs EL: 86.5 pbs SED: 64.7 pbs</p> <p>Scope: LEA-wide</p>	<p>Providing summer and night school for high school students, tutoring for junior high and high school students, a continuation high school where students can recover credits at an accelerated rate, an independent study high school where students can continue their education despite an inability to attend in-person school, and afterschool and summer support for our elementary and secondary students all address the need to close learning gaps and support students as they move forward in their educations. The need happens and is addressed at all sites, but since our EL and low-income students face greater academic gaps, credit recovery, remediation, and targeted programs provide crucial support to help them catch up and succeed.</p>	<p>2.1 Academic Indicator: ELA 2.2 Academic Indicator: Math 2.4 Graduation Rate</p>
<p>2.5</p>	<p>Action: Mental and Behavioral Health Services -- Multitiered System of Supports</p> <p>Need: Based on our suspension data and mental health referrals, it is evident that staff need training in mental health and behavior issues</p>	<p>Students at every site are struggling with mental health and behavioral issues in numbers not seen before. OJUSD wants to give students the help they need to be successful in school and in life, so addressing these mental health and behavioral concerns early and in crisis situations is essential. Unduplicated students, among others, may not</p>	<p>2.8 Mental Health and Behavioral Services -- assertive discipline incidences and mental health referrals</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>to better identify and support our SED students and foster youth students who may face additional challenges that impact their well-being and learning.</p> <p>Suspension Rate Overall: 6.1% SED: 7.5% FY: 29%</p> <p>Scope: LEA-wide</p>	<p>have support services available outside of school, making in-school support even more important.</p> <p>In-school mental health support is vital for SED and FY who may lack access to outside services. By addressing these issues early, OJUSD can provide them the stability and support needed to succeed in school and in life.</p>	
<p>3.1</p>	<p>Action: Student Safety</p> <p>Need: Our educational partners have emphasized the need to support our students' safety -- physically, behaviorally, and emotionally. A safe and supportive learning environment, smaller class sizes in primary grades, and regularly reviewed systems ensure our EL and SED students receive the focused attention and up-to-date support needed to be successful.</p> <p>Scope: LEA-wide</p>	<p>This means keeping students physically, behaviorally, and emotionally safe as well as making sure all systems are regularly reviewed and updated at all sites so they are current and relevant. It also means making sure our youngest students have the support they need to be successful with smaller class sizes.</p> <p>Small class sizes and regularly updated support systems create a safe and nurturing environment for EL and low-income students. This focused attention allows them to excel by addressing their individual needs.</p>	<p>3.2 California Healthy Kids Survey</p>
<p>3.3</p>	<p>Action: Transportation</p> <p>Need:</p>	<p>Busses that run throughout out entire district must meet strict safety requirements and inspections so that we know the vehicles are safe to drive and safe for our students. Drivers must be trained and practiced, and we have to make sure that we</p>	<p>3.4 Transportation</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>Our educational partners recognize the importance of transportation, making it a district-wide priority. EL, FY, and low-income students often face transportation challenges that can hinder their ability to get to school regularly. Safe and reliable transportation is essential for consistent learning and academic success.</p> <p>Scope: LEA-wide</p>	<p>cover the routes needed by our families, expanding as needed.</p> <p>Reliable transportation is critical for EL, FY, and low-income students who may face challenges getting to school consistently. It removes a barrier to their regular attendance and their academic success.</p>	
<p>3.4</p>	<p>Action: Technology Infrastructure</p> <p>Need: Improving technology at schools is crucial for enhancing educational delivery, facilitating modern teaching methods, and preparing students with the digital and critical thinking skills necessary for success in an increasingly tech-driven society. In particular, supporting our EL and SED students who may benefit from alternative modes of instruction, based on their academic scores.</p> <p>Scope: LEA-wide</p>	<p>By staying on top of the technology needs of the District, we ensure all our teachers and students, including unduplicated students, are able to work and learn with technology that meets the needs of today's learning environment. Every site uses technology in multiple ways, so this is definitely an LEA-wide action.</p> <p>School technology closes the digital gap for EL, FY, and SED students, giving them crucial skills for academic success. It also empowers teachers to personalize learning, providing much-needed support and varied approaches so that students can better mastery concepts.</p>	<p>3.5 Technology Infrastructure</p>

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
<p>2.3</p>	<p>Action: English Learner Development</p> <p>Need: OJUSD has about 10% English Learners, many of whom are also SED students, and works to support them academically as they become proficient in English.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Although our EL population is comparatively small, every one of the school sites in OJUSD serves them and serves them well. This action is needed in order to make sure they continue to thrive as they learn a new language and often a new culture, and continue to grow academically and socially.</p>	<p>2.1 Academic Indicator: ELA 2.2 Academic Indicator: Math 2.4 Graduation Rate 2.9 English Learner Progress</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.

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.

Not applicable.

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	1:16	1:47
Staff-to-student ratio of certificated staff providing direct services to students	1:18	1:16

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$55,411,813	4,981,907	8.991%	0.000%	8.991%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$51,075,794.00	\$8,244,121.00	\$6,076,468.00	\$2,543,618.00	\$67,940,001.00	\$63,441,777.00	\$4,498,224.00

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	Curriculum Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$155,403.00	\$950,309.00	\$410,836.00	\$650,309.00		\$44,567.00	\$1,105,712.00	
1	1.2	Facilitation and Support of Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$11,434.00	\$0.00	\$11,434.00				\$11,434.00	
1	1.3	Systemic Support of Dynamic Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$706,508.00	\$0.00	\$706,508.00				\$706,508.00	
1	1.4	Central Office Coordination of Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$398,304.00	\$105,869.00	\$504,173.00				\$504,173.00	
1	1.5	College Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Oakdale Junior High, Oakdale High School 7-12	ongoing	\$924,905.00	\$27,500.00	\$952,405.00				\$952,405.00	
1	1.6	Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,500,203.00	\$348,885.00	\$1,500,203.00	\$298,501.00		\$50,384.00	\$1,849,088.00	
1	1.7	New Teacher Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$176,841.00	\$176,841.00				\$176,841.00	

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	1.8	Hire and Maintain Highly Qualified Staff	All	No			All Schools	ongoing	\$50,694,501.00	\$0.00	\$37,502,590.00	\$5,336,429.00	\$6,076,468.00	\$1,779,014.00	\$50,694,501.00	
1	1.9	Academic Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$520,140.00	\$102,502.00	\$347,424.00	\$275,218.00			\$622,642.00	
1	1.10	Transitional Kinder Expansion and Full Day Kindergarten Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Cloverland Elementary, Fair Oaks Elementary, Magnolia Elementary, Sierra View Elementary TK-K	ongoing	\$691,481.00	\$0.00	\$511,936.00	\$179,545.00			\$691,481.00	
2	2.1	Academic Multi-Tiered System of Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$538,358.00	\$6,133.00	\$6,133.00			\$538,358.00	\$544,491.00	
2	2.2	Credit recovery, remediation, and learning loss mitigation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,802,620.00	\$652,862.00	\$1,206,981.00	\$1,248,501.00			\$2,455,482.00	
2	2.3	English Learner Development	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	ongoing	\$273,112.00	\$366,637.00	\$568,762.00			\$70,987.00	\$639,749.00	
2	2.4	Special Education Services	Students with Disabilities	No			All Schools	ongoing	\$0.00	\$10,258.00	\$10,258.00				\$10,258.00	
2	2.5	Mental and Behavioral Health Services -- Multitiered System of Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$333,722.00	\$0.00	\$154,635.00	\$118,779.00		\$60,308.00	\$333,722.00	
2	2.6	Suspension Rates	Foster youth, Homeless youth, African-American students, and students of two or	No			All Schools	ongoing								

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
			more races.													
3	3.1	Student Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$518,652.00	\$205,937.00	\$724,589.00				\$724,589.00	
3	3.2	Facilities	All	No			All Schools	ongoing	\$1,247,149.00	\$734,000.00	\$1,981,149.00				\$1,981,149.00	
3	3.3	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,573,804.00	\$426,746.00	\$3,000,550.00				\$3,000,550.00	
3	3.4	Technology Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$423,387.00	\$375,000.00	\$798,387.00				\$798,387.00	
4	4.1	Staffing	All	No			Specific Schools: East Stanislaus Continuation High School 10-12	ongoing	\$128,094.00	\$8,745.00		\$136,839.00			\$136,839.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$55,411,813	4,981,907	8.991%	0.000%	8.991%	\$11,581,797.00	0.000%	20.901 %	Total:	\$11,581,797.00
								LEA-wide Total:	\$10,501,099.00
								Limited Total:	\$568,762.00
								Schoolwide Total:	\$511,936.00

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	Curriculum Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$410,836.00	
1	1.2	Facilitation and Support of Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,434.00	
1	1.3	Systemic Support of Dynamic Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$706,508.00	
1	1.4	Central Office Coordination of Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$504,173.00	
1	1.5	College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Oakdale Junior High, Oakdale High School 7-12	\$952,405.00	
1	1.6	Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500,203.00	

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	1.7	New Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$176,841.00	
1	1.9	Academic Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$347,424.00	
1	1.10	Transitional Kinder Expansion and Full Day Kindergarten Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cloverland Elementary, Fair Oaks Elementary, Magnolia Elementary, Sierra View Elementary TK-K	\$511,936.00	
2	2.1	Academic Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,133.00	
2	2.2	Credit recovery, remediation, and learning loss mitigation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,206,981.00	
2	2.3	English Learner Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$568,762.00	
2	2.5	Mental and Behavioral Health Services -- Multitiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$154,635.00	
3	3.1	Student Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$724,589.00	
3	3.3	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000,550.00	
3	3.4	Technology Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$798,387.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$62,682,635.00	\$16,996,958.00

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	Curriculum Implementation	Yes	\$919,125.00	\$1,289,240
1	1.2	Facilitation and support of professional learning communities	Yes	\$11,445.00	\$11,445
1	1.3	Systemic support of dynamic instruction	Yes	\$712,193.00	\$703,568
1	1.4	Central Office Coordination of Curriculum and Instruction	Yes	\$490,729.00	\$494,293
1	1.5	College and Career Readiness	Yes	\$2,805,846.00	\$2,747,057
1	1.6	New teacher support	Yes	\$193,574.00	\$145,431
1	1.7	Hire and maintain highly qualified staff	No	\$48,451,251.00	
1	1.8	Technology infrastructure	Yes	\$375,000.00	\$375,000
1	1.9	Academic Enrichment	Yes	\$319,619.00	\$535,624
2	2.1	Multi-tiered system of supports	Yes	\$511,817.00	\$513,713
2	2.2	Credit recovery, remediation, and learning loss mitigation	Yes	\$2,081,152.00	\$2,550,939

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	2.3	English Learner Development	Yes	\$627,694.00	\$666,014
3	3.1	Student Safety	Yes	\$678,033.00	\$712,917
3	3.2	Facilities	No	\$1,787,828.00	\$1,889,320
3	3.3	Transportation	Yes	\$2,707,071.00	\$4,352,139
4	4.1	Placement	No		
4	4.2	Systems of Support	No	\$10,258.00	\$10,258
4	4.3	Course Access	No		
4	4.4	Awareness	No		

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,888,083	\$10,081,738.00	\$10,116,367.00	(\$34,629.00)	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	Curriculum Implementation	Yes	\$410,933.00	\$410,533		
1	1.2	Facilitation and support of professional learning communities	Yes	\$11,445.00	\$11,445		
1	1.3	Systemic support of dynamic instruction	Yes	\$712,193.00	\$703,568		
1	1.4	Central Office Coordination of Curriculum and Instruction	Yes	\$490,729.00	\$494,293		
1	1.5	College and Career Readiness	Yes	\$2,404,767.00	\$2,351,552		
1	1.6	New teacher support	Yes	\$193,574.00	\$145,431		
1	1.8	Technology infrastructure	Yes	\$375,000.00	\$375,000		
1	1.9	Academic Enrichment	Yes	\$319,619.00	\$343,936		
2	2.1	Multi-tiered system of supports	Yes	\$16,635.00	\$6,133		
2	2.2	Credit recovery, remediation, and learning loss mitigation	Yes	\$1,205,855.00	\$1,259,098		
2	2.3	English Learner Development	Yes	\$555,884.00	\$549,014		
3	3.1	Student Safety	Yes	\$678,033.00	\$712,917		
3	3.3	Transportation	Yes	\$2,707,071.00	\$2,753,447		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$56,034,738	\$4,888,083	1.72%	10.443%	\$10,116,367.00	0.000%	18.054%	\$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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - 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\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- 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 of 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).

	Oakdale Unified	Cloverland	Oakdale Junior High	Oakdale High	East Stanislaus High	Metric to Measure Progress	Action(s) to Address Need
English Language Arts (points below standard)				SWD – 165.3		1.2 Academic Indicator: English (CAASPP scores; CA Schools Dashboard) 2.1 Academic Indicator: ELA (CAASPP scores)	1.2 Facilitation and Support of Professional Learning Communities 1.3 Systemic Support of Dynamic Instruction 2.4 Special Education Services
Suspension Rate (suspended at least one day)	FY – 29% HL – 24.4% SWD – 9.6% AA – 17.4% TMR – 10.1%	SED – 6.3% SWD – 6.4% WH – 6.5%	ALL – 12.3% EL – 18.1% HIS – 13.3% SED – 14.7% SWD – 16.8%	TMR – 35% SWD – 16.7%		2.5 Suspension Rate (CA Schools Dashboard)	2.6 Suspension Rates: PD for staff; ongoing monitoring at site and district level of suspensions
College/ Career Indicator (prepared)	SWD – 6.9% EL – 0%			SWD – 8%	ALL – 0% HIS – 0% SED – 0%	1.9 A-G Completion 1.10 Pupil Achievement: CTE Completion; College Preparedness 2.3 College/	1.5 College Readiness 1.6 Career Readiness 2.1 Academic Multi-Tiered System of Supports

						Career Indicator (CA Schools Dashboard)	2.2 Credit recovery, remediation, and learning loss mitigation 2.4 Special Education Services
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Key	AA – African American SWD – Students with Disabilities FY – Foster Youth TMR – Two or More Races HIS – Hispanic HL – Homeless SED – Socio Economically Disadvantaged EL – English Learner
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