

TO: Larry Mendonca, Superintendent

Regular Meeting

SUBJECT: LCAP Mid-Year Report

February 10, 2025

BACKGROUND

The 2024-2025 LCAPs for OJUSD and for Oakdale Charter were approved by the OJUSD Board of Trustees in June 2024. These Local Control and Accountability Plans consist of specific goals that OJUSD and Oakdale Charter have continued to work hard to meet. The State now requires that Mid-Year LCAP Reports be shared with the Board of Trustees annually.

ANALYSIS

The Mid-Year Reports consist of a review of the LCAP goals and metrics, the actions being taken to meet those goals, implementation levels for each action, and LCAP expenditures so far.

Highlights of the OJUSD Mid-Year LCAP Report:

- SBAC ELA scores increased 3.77% from 2023 to 2024.
- OJUSD's graduation rate increased to 95.1% and OHS maintained the highest ranking (blue).
- Chronic Absenteeism has decreased by 5.5%.
- East Stan increased the number of students taking in-person electives and increased SBAC ELA scores by over 6%.


Highlights of the Oakdale Charter Mid-Year LCAP Report:

- 25 students are participating in new arts and music classes.
- 100% graduation rate in 2024.
- Technology needs have been met for all students.


RECOMMENDATION

No action is needed at this time.

Prepared by:


Gillian Wegener, Ed.D.
Assistant Superintendent, C & I

Approved for Recommendation
to the Governing Board by:


Larry Mendonca
Superintendent



Teach, Learn, Every Day, No Excuses

OJUSD

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
1.1	Academic Indicator: English (CAASPP Scores) (CA Schools Dashboard)	2022-2023: 45.42% of OJUSD students Met/Exceeded standards in English. 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.		2023-2024: 49.19% of OJUSD students Met/Exceeded standards in English. (+3.77%) SWD at Oakdale High School improved in ELA on the CA Schools Dashboard by 26.2 points to 139.1 points below standard and are no longer in the lowest performance group.
1.2	Academic Indicator: Math (CAASPP Scores)	2022-2023: 34.36% of OJUSD students Met/Exceeded standards in math.		2023-2024: 34.86% of OJUSD students Met/Exceeded standards in math. (+0.5%)
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.		2023-2024: 28.15% of OJUSD students Met/Exceeded standards in science. (baseline)
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		Available in Spring, 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
1.5	Teacher Assignments (CA Schools Dashboard)	and sustainability or full implementation In History-Social Science: 88.5% at full implementation and sustainability or full implementation 2023-2024: Total # of teachers without a full credential: 2 Total # of teachers teaching outside credential area: 3		24-25: Teachers without a full credential: 4 (two interns, two STSP); 5 teachers teaching outside credential areas (Committee on Assignment)
1.6	Standards Aligned Curriculum (CA Schools Dashboard)	2023-2024: 100% of curriculum is aligned to standards		2024-2025: 100% of curriculum is 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.		The 2024 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.
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.		2023-2024: College/Career Readiness Indicator: 34.8% of students are prepared. (+3.2%) SWD are in the VERY LOW category of College/Career Readiness at 3.8% prepared. (-3.1%)
1.9	A-G Completion (CA Schools Dashboard)	2022-2023: A-G Completion 21% District-Wide; 27% at OHS		2023-2024: A-G Completion 22.5% District-Wide; 28% at OHS

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
1.10	Pupil Achievement	2022-2023: Career and Technical Ed Completion: 31.8%		2023-2024: Career and Technical Ed Completion: 32.3% (+.5)
	Advanced Placement with a score of 3 or higher	Advanced Placement with three or higher: 73%		Advanced Placement with three or higher: 71% (based on College Board data) (-2%)
	College Preparedness (EAP/SBAC) (CDE Dashboard, Additional Reports and Data, College/Career Measures Report)	College Preparedness: 32% prepared		College Preparedness: 34.8% (2.8%)
1.11	Transitional Kindergarten Expansion and Full Day Kinder Support	2022-2023: The number of TK students is 96.		2023-2024: The number of TK students was 109 as of 2023 census day.
	TK expansion (local data)	11 Kinder students were retained.		2 Kinder students were retained. (declined by 9 from previous year)
	Kinder retentions (local data) Kinder academic growth (ESGI assessment scores)	Baseline data on ESGI scores to be gathered in 24-25.		Baseline data on ESGI scores to be gathered in 24-25. Available spring, 2025.
1.12	English Learner Progress (CA Schools Dashboard)	2022-2023: 52.7% making progress toward English proficiency		2023-2024: 51.1% making progress toward English proficiency
	English Learner Reclassification Rate (local data)	2022-2023: 10% of English Learners were reclassified (56 students)		2023-2024: Available Spring, 2025.
	English Learners -- gaining academic content knowledge and English Language proficiency (CAASPP Scores) Long Term English Learners (Elevation)	2022-2023: Percentage of Redesignated Fluent English Proficient students meeting or exceeding standards in ELA: 52.32%		2023-2024: Percentage of Redesignated Fluent English Proficient students meeting or exceeding standards in ELA: 59.92% (+7.6%) 2024-2025: The number of Long Term English Learners is currently 39% of our English Learner population. (+2%)

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
		2022-2023: The number of Long Term English Learners is currently 37% of our English Learner population.		

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	Yes	Fully Implemented			\$1,105,712.00	\$1,105,712
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.	Yes	Partially Implemented			\$11,434.00	\$22,952

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>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.</p>	Yes	Partially Implemented			\$706,508.00	\$359,098
1.4	<p>Central Office Coordination of Curriculum and Instruction The Central Office will support District Level professional development and testing (i-Ready, CAASPP, & ELPAC).</p>	Yes	Partially Implemented			\$504,173.00	\$245,641
1.5	<p>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.</p>	Yes	Partially Implemented			\$952,405.00	\$446,129

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	Career Readiness Career readiness includes support for career technicians, career events, career centers, and expansion of CTE pathways.	Yes	Partially Implemented			\$1,849,088.00	\$1,212,842
1.7	New Teacher Support District support for new teacher participation in the Stanislaus County Induction program.	Yes	Fully Implemented			\$176,841.00	\$28,122
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.	No	Fully Implemented			\$50,694,501.00	\$161,396
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.	Yes	Fully Implemented			\$622,642.00	\$340,006
1.10	Transitional Kinder Expansion and Full Day Kindergarten Support	Yes	Fully Implemented			\$691,481.00	\$327,307

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p>						

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
2.1	Academic Indicator: ELA (CAASPP Scores)	2022-2023: 29.29% Standards Not Met		2023-2024: 25.15% Standards Not Met (-4.14%)
2.2	Academic Indicator: Math (CAASPP scores)	2022-2023: 37.48% Standards Not Met		2023-2024: 35.09% Standards Not Met (-2.39%)
2.3	College/Career Indicator (CA Schools Dashboard)	2022-2023: 32% prepared 2022-2023: 8% of SWD are prepared		2023-2024: 34.8% prepared (+2.8%) 2023-2024: 3.8% of SWD are prepared (-3.1%)
2.4	Graduation Rate (CA Schools Dashboard)	2022-2023: 93.5% graduated 2022-2023: 79.9% of SWD at Oakdale High School graduated		2023-2024: 95.1% graduated (+1.6%) 2023-2024: 77.4% of SWD at Oakdale High School graduated (-2.5%)
2.5	Suspension Rate (CA Schools Dashboard)	2022-2023: 6.1% of students were suspended at least one day 22-23: Cloverland Elementary: SED students, SWD, and White students are in the lowest category (red) at 4.5% 22-23: Oakdale Junior High School: English Learners, Hispanic students, SED students, and SWD		2023-2024: 5.4% of students were suspended at least one day (-0.7%) 23-24: Cloverland Elementary: SED students (7.3%) and SWD (6.7%) remain in the lowest category (red). White students moved from red to yellow, improving to 5.8%. 23-24: Oakdale Junior High School: English Learners, Hispanic students, and SED students all improved their suspension rates, moving from red to orange, and SWD moved from red to yellow, so no subgroups remain in the lowest category and OJHS has moved as a whole from the red to the yellow category with an 11% suspension rate.

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
		<p>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>23-24: Oakdale High School: SWD and students of 2 or more races have both moved from the red category to the yellow category with an improved overall suspension rate of 5.4%.</p>
2.6	Expulsion Rate (local data)	2022-2023: .33% expelled		2023-2024: 0.1% expelled
2.7	<p>School Attendance Rates (local data, Aeries)</p> <p>Chronic Absenteeism (CA Schools Dashboard)</p> <p>Middle School Dropout Rates</p> <p>High School Dropout Rates (local data, Aeries)</p>	<p>2023-2024 (Months 1-9) School Attendance Rates:</p> <p>Cloverland Elementary 94.25% (+)</p> <p>Fair Oaks Elementary 94.79% (+)</p> <p>Magnolia Elementary 94.11% (+)</p> <p>Sierra View Elementary 94.87% (+)</p> <p>Oakdale Junior HS 94.56% (-)</p> <p>Oakdale High School 93.66% (-)</p> <p>Valley Oak HS 88.64% (+)</p> <p>East Stanislaus 81.39% (-)</p> <p>Oakdale Charter 98.79% (-)</p> <p>2022-2023: 20.6% Chronically Absent</p> <p>Middle School Dropout Rate: Baseline data</p>		<p>2024-2025 (Months 1-9) School Attendance Rates: Available Spring, 2025.</p> <p>2023-2024: 15.1% Chronically Absent (-5.5%)</p> <p>Middle School Dropout Rate: Available Spring, 2025</p> <p>2023-2024: High School dropout rate: 0.2% (8 students)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
		will be provided in the 24-25 school year. 2022-2023: High School dropout rate: 3.85% (17 students)		
2.8	Mental and Behavioral Health Services Assertive Discipline at elementary schools (local data, Step Up program) # of positive outcomes after mental health/behavioral referrals at the jr high (local data) # of positive outcomes after mental health/behavioral referrals at the high schools (local data) Student Assistance Providers (SAPs) will be available to each site. All sites will establish and maintain mental/behavioral health support programs.	New metric as of 2024-2025. Baseline data will be determined in 2024-2025.		2024-2025 Mental and Behavioral Health Services Assertive Discipline at elementary schools: Available Spring, 2025. # of positive outcomes after mental health/behavioral referrals at the jr high: Available Spring, 2025. # of positive outcomes after mental health/behavioral referrals at the high schools: Available Spring, 2025. Student Assistance Providers (SAPs) are available to each site. All sites are establishing and maintaining 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.		24-25: # of students achieving a score of 4 on the ELPAC: Available Spring, 2025 23-24 ELPI -- 51.5% of English Learners are making progress toward English language proficiency. (-1.2%)

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	Yes	Partially Implemented			\$544,491.00	\$228,632
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.	Yes	Partially Implemented			\$2,455,482.00	\$996,312
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	Yes	Partially Implemented			\$639,749.00	\$306,748

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 Elevation 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	<p>Special Education Services OJUSD Special Education Task Forces (both elementary and secondary) will continue to support, review, and, as necessary, revise systemic support for the following: ** 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</p>	No	Partially Implemented			\$10,258.00	\$2,481

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>** Supporting 9-12 students in RSP and SDC in working toward college/career readiness</p> <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>						
2.5	<p>Mental and Behavioral Health Services -- Multitiered System of Supports</p> <p>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 additional mental health clinician for the jr high and East Stanislaus High School; and, ongoing training of staff in the recognition of suicidal ideation.</p>	Yes	Partially Implemented			\$333,722.00	\$203,422

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.6	<p>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.</p>	No	Partially Implemented			0	\$0

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
3.1	Williams Act: Facilities Inspection Tool (locally provided data)	December, 2023: All sites rated as Good or Exemplary.		All exemplary or good
3.2	California Healthy Kids Survey (CHKS administered in odd years)	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% 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%		CA Healthy Kids Survey will be administered again in December, 2025.
3.3	School Climate Survey (locally created survey administered in even years)	Baseline data to be collected in 2024-2025.		School Climate Survey Data: SCS 2024: % of students reporting Connectedness to School all/most of the time: 5th grade: % 7th grade: % 9th grade: % 11th grade: % SCS 2024: % of students reporting that they've ever Vaped or used Vape products: 5th grade: %

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
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% Creating welcoming environments for all families: 60% Learning about each family's strengths, cultures, languages, and goals for their children: 35.8% Providing opportunities for two-way communication between families and teachers: 60.5% Providing information and resources to support students learning in the home: 52.1% Providing opportunities for meetings between families and teachers to help students succeed: 56.8% Providing opportunities for families to understand and advocate for legal rights of students: 38.9% Helping families engage in advisory groups: 47.9%		7th grade: % 9th grade: % 11th grade: % Available Spring, 2025

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
3.5	Staff Sense of Safety and School Connectedness (annual Teacher LCAP Survey)	<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 plan family engagement activities: 36.3%</p> <p>School Safety and Connectedness baseline to be established in the 24-25 school year.</p>		Available Spring, 2025
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>Baseline date for Staff Sense of School Safety and Connectedness baseline to be established in 24-25.</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>In 2023-2024, 8 General Education</p>		<p>In 2024-2025, all District vehicles were inspected and found to be in exemplary condition.</p> <p># of students served in 24-25: 1,173 students are signed up for transportation, with an average daily ridership of 710.</p> <p>In 2024-2025, 8 General Education routes and 6 Special Ed routes were provided, plus an additional McKinney-Vento route via district van.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
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>routes and 6 Special Ed routes were provided.</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>		Available Spring, 2025
3.8	District Technology Survey	<p>Certificated Staff Technology Survey 2024, percentage of staff describing their technology as excellent or adequate: 92%</p> <p>Teacher Desktop: 72.4%</p> <p>Teacher Laptop: 93.7%</p> <p>Capacity to Print: Document Camera: 69.6% (22% don't use or want one)</p> <p>Smartboard/flatscreen TV: 89.6%</p> <p>Classroom wifi: 93.1%</p> <p>Student devices: 73.6%</p>		Available Spring, 2025

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	Yes	Partially Implemented			\$724,589.00	\$316,112
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.	No	Partially Implemented			\$1,981,149.00	\$1,041,293
3.3	Transportation There will be ongoing maintenance of all OJUSD vehicles; the number of OJUSD vehicles will be updated	Yes	Fully Implemented			\$3,000,550.00	\$1,272,432

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
3.4	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.	Yes	Fully Implemented			\$1,098,387.00	\$692,100

Goal 4

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
4.1	ELA Academic Indicator for SED students at East Stanislaus (CA Schools Dashboard)	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.		2024 ELA Academic Indicator, CA School Dashboard: Increased from the previous year by 6.2 points to 42 points below standard. Since only 29 students took the test, we do not have specific demographic information in order to protect student privacy.
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)
4.3	Graduation rate at East Stanislaus Continuation High School (CA Schools Dashboard)	2023 Graduation Rate, CA School Dashboard: 98.1%		2024 Graduation Rate, CA School Dashboard: 93.8% (-4.3%)

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	No	Fully Implemented			\$136,839.00	\$60,270

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description	
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Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$51,021,227	\$25,030,145
LCFF Supplemental/Concentration Grants	\$11,581,794	\$5,245,574



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakdale Joint Unified School District - Oakdale Charter	Tim Parola Teacher-in-Charge	tparola@ojusd.org (209) 848-4361

Goal 1

Goal Description

Oakdale Charter will provide a 7-12 continuum of academic excellence producing graduates who are college and/or career ready.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
1.1	Academic Indicator: ELA	2022-2023 Data: Met or Exceeded 7th: not enough to qualify (5 7th grade students) 8th: not enough to qualify (5 8th grade students total) 11th: 75% (16 11th grade students total) All Grades: 61%		2023-2024 Data: Met or Exceeded: Individual grades not enough students to qualify All Students: 33%
1.2	Academic Indicator: Math	2022-2023 Data: Met or Exceeded 7th: not enough to qualify(5 7th grade students) 8th: not enough to qualify (5 8th grade students total) 11th: 31%% (16 11th grade students total) All Grades: 19%		2023-2024 Data: Met or Exceeded: Individual grades not enough students to qualify All Students: 0%
1.3	Academic Indicator: College Preparedness/A-G Completion Visual/Performing Arts Education (local data)	2023 Data 0% of students met A-G completion; 7 students received 4-year college acceptance (36% of graduates) Baseline data to be establish in spring 2025 tracking how many students participate in music/arts programs.		0% met A-G completion Students currently taking Art/Music classes: 25

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
1.4	Implementation of State Academic Standards: OJUSD Teacher LCAP Survey	Upon new curriculum adoption: 100% of teachers indicating Full Implementation with Sustainability		Data Available in Spring 2025
1.5	English Learner Progress Indicator English Learner Reclassification Rate	2022-2023: 1 student - 100% at level 3 0% of English Learners were reclassified		2023-2024 Data: 0% of students reclassified. % making progress data will be available in Spring 2025
1.6	Standards Aligned Curriculum	2023-2024 - 100% of curriculum is aligned to standards.		100% aligned
1.7	A Broad course of Study including courses for unduplicated students and students with exceptional needs Pupil Outcomes	Baseline data on Dashboard Self-Reflection Tool in 2023-2024: All Local Indicators listed as "Standard Met" 2023-2024: all core courses are A-G aligned.		100% in all areas on self-reflection tool. College and career readiness data will be available in Spring 2025.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Curriculum Implementation Oakdale Charter will budget and spend funds on curriculum purchases, supplemental resources and support sessions for teachers. These will help ensure college and career readiness as well as subject-area mastery for our students.	Yes		Curriculum: purchased new math curriculum for grades 7-12 and supplemental materials		\$5,565.00	\$45,174

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	<p>College and Career Readiness Oakdale Charter will continue to provide multiple opportunities for students to attend field trips to colleges as well as pay for students SAT, SAT prep, and college applications when needed. Oakdale Charter teachers will have access to training and workshops that will increase their ability to provide college and career guidance. Oakdale Charter will provide students with access V/P Art courses. Students and teachers will have access to college and career events</p>	Yes		V/P Art: supplies, vendor classes PD: college and career workshops and conferences for teachers		\$5,750.00	\$5,506
1.3	<p>Hire and maintain highly qualified staff to support all students academic progress It is the goal of Oakdale Charter and the OJUSD to hire highly qualified teachers, support staff, and administration to ensure the success of all students.</p>	Yes		All staff salaries for Fall semester		\$614,685.00	\$367,217

Goal 2

Goal Description

Oakdale Charter will provide strategic and accelerated intervention for identified at-risk students.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
2.1	Academic Indicator: ELA	2022-2023 Data: Nearly Met or Not Met 7th -8th: not enough to qualify (10 students total) 11th: 25% (16 -11th grade students total) All Grades: 38%		2023-2024 Data: 43% nearly met 23% not met
2.2	Academic Indicator: Math	2022-2023 Data: Nearly Met or Not Met 7th -8th: not enough to qualify (10 students total) 11th: 68% (16 -11th grade students total) All Grades: 79%		2023-2024 Data: 24% nearly met 75% not met
2.3	Academic Indicator: English Learner Progress	2022-2023 - 0% 1 student maintained		2023-2024 Data: 0% of students reclassified Progress data will be available Spring 2025
2.4	Graduation Rate	2022-2023: 100% Graduated		2023-2024: 100% graduated 24-25: 100% on track at end of Fall semester
2.5	Suspension Rate Expulsion Rate	2022-2023: 0% suspensions 2022-2023: 0% expulsions		2023-2024: 0% suspensions 2023-2024: 0% expulsions
2.6	School Attendance Rates Chronic Absenteeism Middle school Dropout Rates	2022-2023 attendance rate:		2023-2024 attendance rate: 98.47%

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
	High School Dropout Rates	Chronic absenteeism rate 0% Middle school dropout rate is not a metric that is kept by CDE High school dropout rate 0%		2024-2025 Fall Semester: 99.79% Dropout rate: 0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Multi-tiered system of support Curriculum and training will be key factors to help Oakdale Charter's multi-tiered system of support.	No	Fully Implemented	N/A			\$0
2.2	Credit Recovery and Remediation The options for Oakdale Charter students to recover credits is by Summer School and Night School.	No	Fully Implemented	N/A			\$0
2.3	English Learner Development Oakdale Charter will continue to provide targeted tutoring and individual academic instruction (including supplemental curriculum supports) to all EL students in an effort to increase their English language proficiency.	Yes	Fully Implemented	N/A			\$0

Goal 3

Goal Description

Oakdale Charter will maintain an educational partner community, instructional technology, and facilities that support a well-equipped, safe and secure learning environment for all students.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
3.1	Williams Act: Facilities Inspection Tool	2023: Oakdale Charter Site: Good (Williams Facilities Report)		Williams Facilities Report, Jan. 2025: Good
3.2	Parent/Family Engagement Tool	2024 Parent Involvement/Engagement Survey Results: 19 responses. Percentages are responses of Excellent/Good. 89.5% of parents feel they are made aware of happenings at the school 89.5% aware they can request meetings in person with teacher/teacher-in-charge at any time 100% aware they can talk via phone or email with teacher or admin. OCS ability to develop trusting and respectful relationships with families: 100% Excellent/Good OCS ability to learn about each family's culture, language, strength and goals: 95% Excellent/Good		Survey results will be available in Spring 2025

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year Outcome Data
		<p>OCS offering multiple avenues for communication between staff and families: 94% Excellent/Good</p> <p>OCS progress in providing families with info or support for student learning: 100% Excellent/Good</p> <p>OCS effectively engages families in advisory groups like PAC Meetings to help with decision making: 68% Excellent/Good</p> <p>OCS supplies opportunities to seek input on policies and programs: 63% Excellent/Good</p> <p>OCS creates a safe environment for all students/families: 100% Excellent/Good</p> <p>OCS provides communication about student academic progress: 100% Excellent/Good</p>		
3.3	Instructional Technology	100% of teacher and student technology needs have been met		100% of need being met.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Student Safety Oakdale Charter will continue to provide an annual review of the site safety plan and crisis plan. We will continue to provide a multi-tiered system of support for social skills and student mental health. The school resource officer will be utilized as needed.	No	Partially Implemented	N/A			\$0
3.2	Facilities Ongoing maintenance will be a priority that will consistently be monitored. The OJUSD will continue with the identification, prioritization and board approval of major facilities projects.	No	Planned	N/A			\$0
3.3	Instructional Technology Teachers and students will continue to have access to the appropriate technology to meet their needs for all school related activities.	No	Fully Implemented	N/A			\$0

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	613,653	417,897
LCFF Supplemental/Concentration Grants	613,653	417,897