Teach, Learn, Every Day, No Excuses
OJUSD

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oakdale Joint Unified School District
CDS Code: 50755640000000
School Year: 2025-26
LEA contact information:
Gillian Wegener
Assistant Superintendent of Curriculum and Instruction
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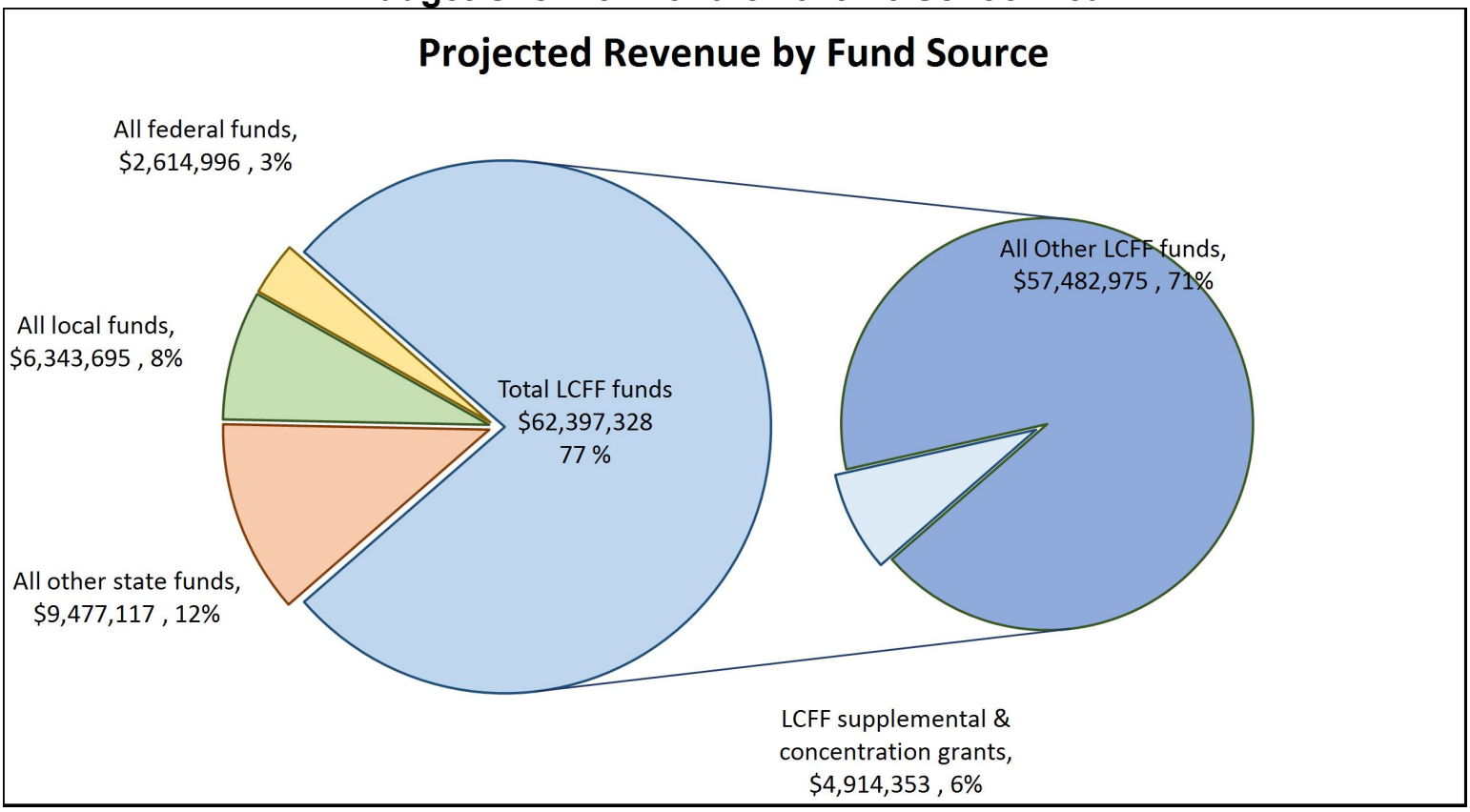
(209)848-4884 ext. 106

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

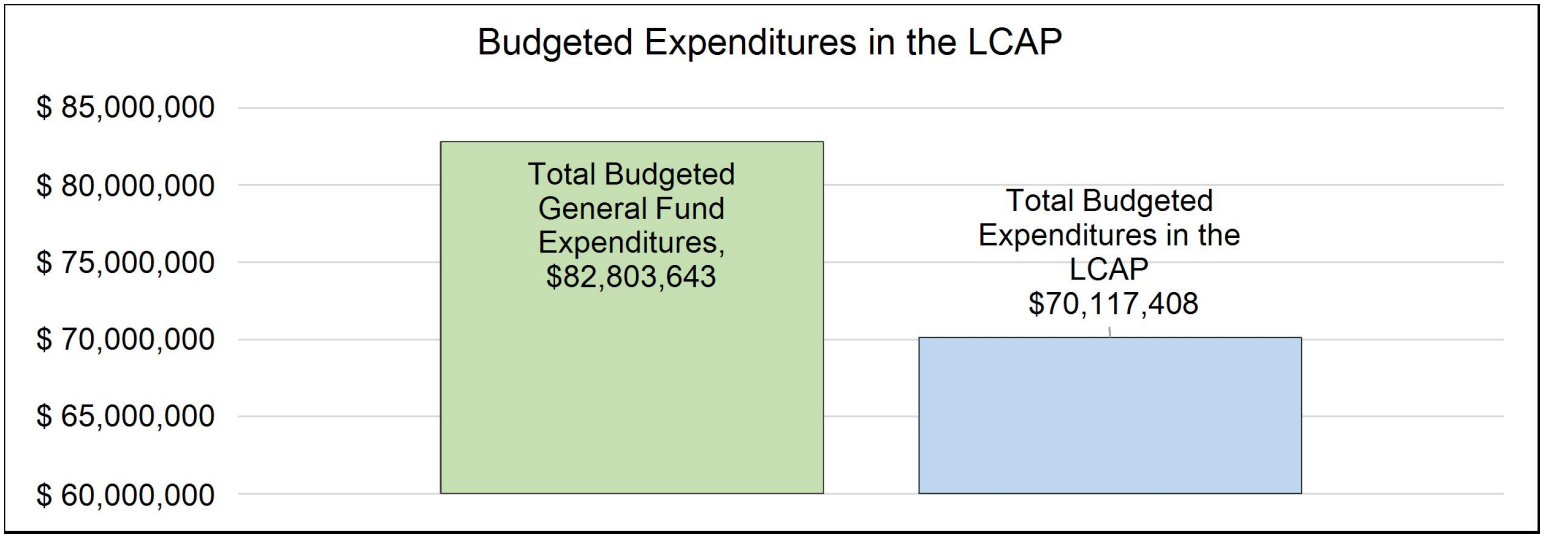


This chart shows the total general purpose revenue Oakdale Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakdale Joint Unified School District is $80,833,136, of which $62,397,328 is Local Control Funding Formula (LCFF), $9,477,117 is other state funds, $6,343,695 is local funds, and $2,614,996 is federal funds. Of the $62,397,328 in LCFF Funds, $4,914,353 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oakdale Joint Unified School District plans to spend $82,803,643 for the 2025-26 school year. Of that amount, $70,117,408 is tied to actions/services in the LCAP and $12,686,235 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

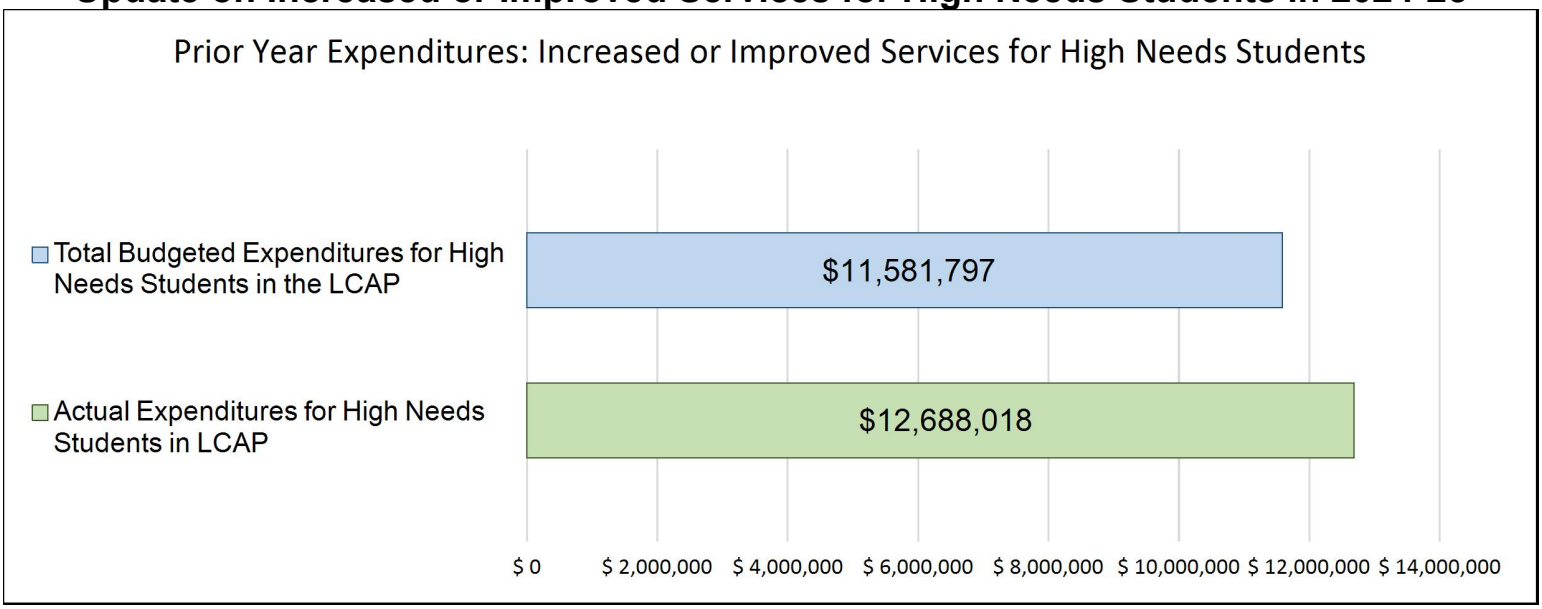
Transfers out to other funds for specific purposes are not addressed in the OJUSD's LCAP. Furthermore, utilities, insurance, and other operating expenditures are not addressed in OJUSD's LCAP.

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

In 2025-26, Oakdale Joint Unified School District is projecting it will receive $4,914,353 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 $11,561,161 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Oakdale Joint Unified School District's LCAP budgeted $11,581,797 for planned actions to increase or improve services for high needs students. Oakdale Joint Unified School District actually spent $12,688,018 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,106,221 had the following impact on Oakdale Joint Unified School District’s ability to increase or improve services for high needs students:

During 24-25, OJUSD hired an additional TK instructor to support our youngest learners.

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 [2025-26]

General Information

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

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 charter school. The community of Oakdale is generous, supportive, and loyal to their schools, and therefore 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 ConAgraTomato 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 28, 2025, 5043 students are enrolled in Oakdale Joint Unified School District. The student group populations are as follows:
* Free and Reduced Meal Program: 1979
* Foster Youth: 9
* Homeless Youth: 20
* Migrant Program: 61
* English Learners: 455

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 once again saw improvement in the overall academic performance in both English (up 11.1 pts) and math (up 4.6 pts) on the California Schools Dashboard for 2024. There was also a 5.5% drop in Chronic Absenteeism across the District, our overall College and Career Readiness increased by 3.2%, and our graduation rate increased by 1.6%, maintaining the district's blue status on the Dashboard. Suspension rates remain in need of improvement, and our ELPI maintained at 51.5%. Our suspension rate remains relatively high at 5.4% district-wide, with Cloverland Elementary in the lowest performance level for suspension rates of Socio-Economically Disadvantaged students and Students with Disabilities. Oakdale Junior High, which last year had several subgroups in the red and therefore was red as a site, is in the yellow for suspensions on the 2024 Dashboard with no subgroups still in the red category. Oakdale High School also has no subgroups at the lowest performance level for Suspension Rate in 2024, though in Math, three subgroups (Hispanic students, socio-economically disadvantaged students, and Student with Disabilities) are in the red. College and Career Readiness increased as previously mentioned across the District to 34.8%, but Students with Disabilities at Oakdale High and East Stanislaus High School as a site are all in the red category in CCI.

For more detailed information on each school and subgroup performance data from the 2023 Dashboard, including metrics and actions to

address students' needs in the LCAP, please click the following link: https://docs.google.com/document/d/18wzcyY1S-A0xNWd_Dm6VXDf7Fn7ilzlh/edit?usp=sharing&ouid=110349127184204962166&rtpof=true&sd=true.

Oakdale Joint Unified will have unexpended LREBG funds for the 25-26 school year. These funds will be expended in the following goals and actions:

Goal 1, Action 1.6: Career Readiness; Goal 4, Action 4.1: An extra paid period for the teacher: East Stanislaus Continuation High School Work Study
The OJUSD needs assessment substantiated our plan for expending the LREBG funds related to Eligible Use C, Addressing Barriers to learning. In order to help students become college and career ready, as stated in Goal 1, OJUSD needs to support them in their explorations of career options through a work study program. We do this at East Stanislaus Continuation High School by supporting their work study program with an extra period. This also provides an additional elective for students, the necessity of which is expressed in Goal 4, our Equity Multiplier Goal. This action aligns to allowable use in the area of career counseling.

Goal 1, Action 1.5 and 1.8: ASL teachers (2 periods, 6 of 6)
The needs assessment also clarified our need to add more relevant electives to the high school schedule, particularly electives that address the A-G eligibility requirements. To that end, we are giving students opportunities to become A-G eligible by introducing an American Sign Language dual enrollment class, which will give students both high school and college credit, and fulfill the A-G World Languages requirement. We are also hiring two teachers for an additional period each to help run these classes, tying in to Action 1.8. This action aligns to allowable use in the area of improving college eligibility.

Goal 1, Action 1.8: .6% Speech Language Pathologist
The needs assessment identified a need for an additional speech language pathologist based on the increased number of students with speech IEPs. It is always in the interest of our students and our programs to hire the best people possible. This aligns with C, pupil supports to address barriers to learning.

Goal 2, Action 2.1: i-Ready Diagnostics in Reading and Math for four elementary schools and Oakdale Junior High
The needs assessment affirmed that the i-Ready diagnostics are necessary for helping teachers address learning gaps and for making sure that students get the Tier I and Tier II assistance needed as mentioned in Goal 2, Action 2.1 in order to reach grade level material and understanding. This action aligns to allowable use B, expanded learning programs to close the learning gap, and C, pupil supports to address barriers to learning.

Goal 2, Action 2.2: Oakdale Jr. High After School Intervention, Oakdale High School Summer School, Oakdale High School tutoring, East Stanislaus High School Summer School, and an additional period at Valley Oak Online Learning Academy
Because our needs assessment along with state and local data, including Dashboard data, indicated the ongoing essential nature of further intervention and support at our schools, we continue to fund intervention, tutoring, and summer school for remediation and credit recovery in order to help students toward academic success and graduation, as well as provide extra time for instruction at Valley Oak. This aligns with use D, provide access to credit deficient pupils to graduate or improve college eligibility and A, Increase Instructional Time.

Goal 2, Action 2.4: Goalbook for SpEd staff district-wide

Our teachers were writing educational goals for our students with disabilities that were all over the spectrum. In order to create equity across sites, it was clear that we needed a specific program in place. GoalBook is that program, allowing teachers to write specific, measurable goals that will help move their students forward. This aligns to allowable use C, pupil supports addressing barriers to learning.

Goal 2, Action 2.5: A Behavior Analyst, SEL paraprofessionals, and funding SAPs for four elementary schools, OJHS, OHS, and East Stanislaus High School
Because many of our students struggle with mental health and behavioral health, our needs assessment indicated a strong need to continue funding a behavioral analyst, SEL paraprofessionals who help both in classrooms and in the school yard, SAPs at our four elementary schools as well as at the junior high, Oakdale High and East Stanislaus High. The training these people give as well as the direct intervention with students has resulted in many positive outcomes (see Metric 2.8) for our students. This aligns with use C, pupil supports to address barriers to learning.

LREBG funds will continue to be expended in 26-27 and 27-28 as well.

Reflections: Technical Assistance

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

The graduation rate, the College/Career Readiness indicator, and suspension rates are challenges for Oakdale Joint Unified for Students with Disabilities and for this reason, the District has been in Differentiated Assistance since 2018. 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 usually meets three times a year to allow teachers time to evaluate student progress and discuss and plan 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. During the 24-25 school year, the entire SpEd Task Force met once and smaller teams met twice, and it was determined that the task force needed to be revamped in order to be more effective. In the 2025-2026 school year, we plan to reconvene as an entire committee with a more structured format focused on co-teaching training, suspension review, and continued examination of how to help our students with disabilities achieve college/career readiness.

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 to elicit more and better feedback from all educational partner groups. This change entailed having educational partner groups work together in smaller groups if possible to address each of the goals in conversation and record ideas they had for that particular goal.
Teachers: Curriculum Councils: Grades TK-6 -- Feb. 27, 2025; Grades 7-12 -- February 5, 2025	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 6, 2024: December 4, 2024; and January 8, 2025.	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 -- Feb. 27, 2025; California School Employees Association -- declined to meet, but appreciated the slideshow	Oakdale Teachers Association heard a short presentation via Zoom and then had the opportunity to complete the online surveys embedded in the slideshow at their convenience. CSEA, because of severe time constraints, declined to meet in person, but did invite all members to complete the embedded surveys

Educational Partner(s)	Process for Engagement
	if they would like to give input on any section. Two classified members gave input.
Parents: District English Learning Advisory Council (DELAC) -- February 7, 2025; Parent Involvement Committee -- February 20, 2025 (but cancelled due to lack of attendance)	DELAC was invited to complete the embedded survey, as they were not able to accommodate a discussion at their meeting. (No parents participated in this manner.) The Parent Involvement Committee was scheduled to hear the LCAP presentation, but because of extremely low attendance, the meeting was cancelled. Parents can view the slideshow on the district website and answer the embedded surveys if they wish. (No parents participated in this manner.)
Students: English Learner students, Autoshop students, Choir students, and Special Ed students -- January 30, 2025	Four groups of students received a short presentation during the school day. They had the opportunity to break into small groups and view a large poster with a question that reflected LCAP goals and actions. They could then discuss their ideas for that particular goal/action and then record those ideas on the poster. 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 -- a slides presentation until March 21, 2024	All groups and the wider public have access via the OJUSD website to a power point explaining the LCAP process and access to surveys in order to be able to share their ideas as well. The presentation and all posters and surveys are also posted in both Spanish and English.
East Stanislaus Continuation High School Equity Multiplier Advisory team -- April 10, 2025	4 students, 5 parents, 1 teacher, and 1 administrator met to review the Equity Multiplier Goal, Goal 4 of the OJUSD LCAP. We reviewed the graduation rate, the number of in-person elective courses being completed, and the reduction in class size due to the singular action of adding one English teacher to the East Stanislaus campus. All educational partners agreed that the addition of the English teacher has had a positive effect and that they enjoy the increase in elective opportunities.
SELPA -- June 2, 2025	The 25-26 LCAP was emailed to our county SELPA director for review on May 30, 2025. He responded on June 2, 2025 with approval.

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 all but two members of CSEA gave no input on the most recent LCAP. They had opportunity both in meetings and on the OJUSD website via the video and surveys in both English and Spanish. Students, teachers, and administrators, however, gave ample and thoughtful input.

For Goal I, students continued to ask for more regular communication regarding opportunities available in college and careers, including field trips and more career-focused speakers. 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 requested more information about options that aren't A-G. They also suggested that teachers need to better coordinate and that they would like more interactive lessons. They also requested ASL, which will be provided through Dual Enrollment with Columbia College, starting in 25-26. Students would also like more real world and relevant teaching that would help them to be able to establish themselves in the world. The implementation of the personal finance class in 26-27 will likely help with this. Both students and their teachers feel that more frequent meetings with counselors would be useful. Teachers suggested more training on how to work with EL students might be useful, particularly if there is a systemic approach in place. They would also like to see College/Career expectations established at all levels and College/Career Days at every site.

For Goal 2, students would still like tutoring, particularly if it is free and convenient (though they did not take advantage of this when free and convenient tutoring was available); they'd liked more office hours to be available; they continue to request time with counselors and they recommend that staff needs more mental health training. Elementary teachers and admin felt that Reading Specialists would be useful at each site, and while we cannot get four Reading Specialists, we are hoping to hire one for the 25-26 school year who will help oversee Learning Labs, a frequent area of concern for teachers. Teachers are also eager to continue to have SAP staff on campus, and they will be, though they will be providing more support in other areas, and less with the classroom Step Up lessons. Secondary teachers would like more access to translated materials so they can work more effectively with EL students, as well as more translation devices. More trainings for classified staff were also requested, and more information/training on the district's MTSS program was requested, something we plan to work on during professional development sessions during the 25-26 school year.

For Goal 3, students again suggested improving bathrooms, increasing supervision especially in the parking lot, repairing roofs, and putting water bottle filling stations in place. Some of this is ongoing work and will be done in the next few years. Teachers concur that both student and staff bathrooms need attention. Teachers also strongly recommend replacing all Chromebooks. While the district cannot replace all Chromebooks at once, 1000 were replaced this year and there is a plan to replace 500 each year hereafter. Teachers also suggested moving the annual Technology Survey to midway through the school year, something that can be done easily. Teachers also suggested having an emergency drill at lunch or during passing periods, not just during classtime. Teachers and students both noted that some bus routes have long wait and/or ride times, and are wondering if these can be reduced.

For Goal 4, which changed to our Equity Mulitiplier goal in 24-25, staff at East Stanislaus High School would like to see additional opportunities for trainings and conferences to improve and develop their rigor. While teachers are always welcome to request conferences and trainings they'd like to attend, more energy needs to be spent making sure they know this and perhaps bringing opportunities to their attention. OJUSD considers all sites when offering professional development (See Goal 1), but will make sure that East Stanislaus staff know this pertains to them as well. Students and families would like to see more elective opportuntiies including drawing, gaming, and tech-related classes. We hope to be able to add more of these in the future, and dual enrollment at the local junior college was recommended.

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.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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)	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: 49.91% of OJUSD students Met/Exceeded standards in English. SWD at Oakdale High improved in ELA on the CA Schools Dashboard by 26.2 points to 139.1		CAASPP results will have increased by at least 10% by 2027-2028. SWD at Oakdale High School will decrease the number of points below standard in ELA on the CA Schools Dashboard by 12	CAASPP ELA scores increased 3.77%. SWD at Oakdale High School decreased the number of points below standard by 26.2 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points below standard and are no longer in the lowest performing group.		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.	2023-2024: 34.86% of OJUSD students Met/Exceeded standards in math.		CAASPP results will have increased by at least 10% by 2027-2028.	CAASPP ELA scores increased by 0.5%.
1.3	Academic Indicator: Science (CA Science Test -- CAST Scores) (CA Schools Dashboard)	New metric as of 2024-2025. Baseline established with 2023-2024 information. 28.15% of OJUSD students Met/Exceeded standards in science.	2023-2024: 28.15% of OJUSD students Met/Exceeded standards in science.		CAST results will improve by at least 2 percent each year.	Baseline established in 2023-2024. 28.15% of OJUSD students Met/Exceeded standards in science.
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	2025: In ELA: 97.1% at full implementation and sustainability or full implementation In ELD: 87.9% at full implementation and sustainability or full implementation In Math: 80% at full implementation and sustainability or full implementation		Implementation of State Academic Standards will be at 90% or higher for full implementation and full implementation with sustainability for all subject areas.	ELA has increased 3.7% and is over 90%. ELD has decreased 7.2% and is below 90%. Math has decreased 15% and is below 90%. Science has increased 18.1% and is below 90%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		In History-Social Science: 88.5% at full implementation and sustainability or full implementation	In Science: 86.7% at full implementation and sustainability or full implementation In History-Social Science: 93.6% at full implementation and sustainability or full implementation			History-Social Science has increased 5.1% and is above 90%
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	2024-2025: Teachers without a full credential: 4 (two interns, two STSP); 5 teachers teaching outside credential areas (Committee on Assignment)		100% of teachers will be credentialed for their teaching assignments.	Teachers without a full credential increased from 2 to 4. Teachers teaching outside credential area increased from 3 to 5.
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		100% of curriculum will continue to be aligned to standards.	There is no difference from baseline.
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		Maintain access to a broad course of study for all students, including unduplicated students.	There is no difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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. SWD are in the VERY LOW category of College/Career Readiness at 3.8% 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 as prepared in College/Career Readiness indicator will increase to at least 15% by 2027-2028.	College/Career Readiness increased by 3.2%. The College/Career Readiness of SWD decreased by 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.		By 2027-2028, A-G Completion will increase to 40%.	A-G Completion increased 1.5% District Wide and 1% at OHS.
1.10	Pupil Achievement Career and Technical Education Completion Advanced Placement with a score of 3 or higher College Preparedness (EAP/SBAC)	2022-2023: Career and Technical Ed Completion: 31.8% Advanced Placement with three or higher: 73% College Preparedness: 32% prepared	2023-2024: Career and Technical Ed Completion: 32.3% Advanced Placement scores of three or higher: 71%		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.	Career and Technical Ed Completion increased by .5%. Advanced Placement scores of three or high decreased by 2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CDE Dashboard, Additional Reports and Data, College/Career Measures Report)		College Preparedness: 34.8%		Advanced Placement with scores of three or higher will increase to 76% or more a year. College Preparedness will increase by 2% annually.	College Preparedness decreased by 3.1%.
1.11	Transitional Kindergarten Expansion and Full Day Kinder Support TK expansion (local data) Kinder retentions (local data) Kinder academic growth (ESGI assessment scores; District Total Report)	2022-2023: The number of TK students is 96. 11 Kinder students were retained. Baseline data on ESGI scores gathered in 24-25. Average percentage of growth for all Kinder students tested in the 24-25 school year: ELA: 30.5% Math: 30%	2023-2024: The number of TK students was 109 as of the 2023 census day. 2 Kinder students were retained. Baseline data for ESGI: Average percentage of growth for all Kinder students tested in the 24-25 school year: ELA: 30.5% Math: 30%		The number of TK students enrolled in OJUSD will increase each year. The number of Kinder retentions will decrease each year. Average percentage of growth for all Kinder students will increase each year in both ELA and math as measured by ESGI.	The number of TK students enrolled increased by 13 students from 22-23 to 23-24. The number of K retentions decreased by 9. ESGI: Baseline data. Baseline data for ESGI: Average percentage of growth for all Kinder students tested in the 24-25 school year: ELA: 30.5% Math: 30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	English Learner Progress (CA Schools Dashboard) English Learner Reclassification Rate (local data) English Learners -- gaining academic content knowledge and English Language proficiency (CAASPP Scores) Long Term English Learners (Ellevation)	2022-2023: 52.7% making progress toward English proficiency 2022-2023: 10% of English Learners were reclassified (56 students) 2022-2023: Percentage of Redesignated Fluent English Proficient students meeting or exceeding standards in ELA: 52.32% 2022-2023: The number of Long Term English Learners is currently 37% of our English Learner population.	2023-2024: 51.1% making progress toward English proficiency. 2023-2024: 18% of English Learners were reclassified (100 students) 2023-2024: Percentage of Redesignated Fluent English Proficient students meeting or exceeded standards in ELA: 59.92%. 2023-2024: The number of Long Term English Learners is currently 39% of our EL population.		60% of English Learners will make progress toward English proficiency by 2027-2028. The number of English Learners being reclassified will grow by 2% each year. The percentage of RFEP students meeting or exceeding standards in ELA will increase by 2% each year. The percentage of students designated as LTELs will decrease by 2% each year.	ELPI decreased by 1.6%. Reclassifications: Reclassifications increased by 8%. The percentage of RFEP students meeting or exceeding standard in ELA increased by 7.6%. The number of LTELS is currently 39% of our EL population, an increase of 2%.

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 1.1: Curriculum implementation has been successful with the purchases of curricula and curricular supplements as needed. We have had curriculum support sessions for all grade levels and core subject areas.

Action 1.2: Most councils, meetings, and committees supporting the District-wide PLC calendar met and were successful in their endeavors.

Action 1.3: 1st and 2nd year teachers in OJUSD received training and regular support through coaching visits and teachers-visiting-teachers (TVT) events. We have also continued to train teachers in Instructional Strategies Supporting Student Success (IS4), OJUSD's instructional norms.

Action 1.4: The District has supported professional development and testing in the following platforms: i-Ready, CAASPP, & ELPAC.

Action 1.5: This year we have sent counselors to the UC/CSU conferences, encouraged college field trips at both the junior high and the high school, continued to meet as an A-G Task Force to increase college and A-G awareness, provided support for the Merced Automatic Admissions Program (MAAP) and Dual Enrollment, as well as college preparedness events.

Action 1.6: This action has been suppported with career technicians and career centers at the continuation high school and the comprehensive high school, with career exploration events, and the expansion of CTE pathways, particularly stagecraft classes added to the Performing Arts pathway.

Action 1.7: The district has continued to support the teacher induction program, with 14 teachers involved in the program in the 2024-2025 school year.

Action 1.8: OJUSD continues to work to hire quality teachers and administrators. In the 24-25 school year, we had 22 new teachers.

Action 1.9: In 2024-2025, OJUSD's academic enrichment included GATE classes, Outdoor Ed for 376 6th graders, new music classes at both the junior high and the high school, along with the expansion of existing programs in theater arts and music.

Action 1.10: This year, we added one TK class mid-year to accommodate incoming students, for a total of eight TK classes, and our 14 kindergarten classes each became a full-day class. TK and K teachers have met as grade level groups 3 times each, with coaching support for 1st and 2nd year teachers and for more veteran teachers as needed.

Implementation Challenges:
Action 1.2: A few of our curriculum support sessions were not as successful as others due to pedagogical disagreements and/or staff resistance. We are exploring other avenues for improvement.
Action 1.4: We will add the K-2 reading screener to the list of tests the District Office will train and support.
Action 1.5: We have not yet verified the data accuracy in the College and Career Indicator due to time constraints.

Non-Implemented Actions:

Action 1.1: We have not yet implemented an adoption committee, but expect to do that in 2025-2026 for math, and curriculum bootcamps will follow in late 2027.

Action 1.5: Although we have attempted to create Dual Enrollment opportunities at Oakdale High School, these efforts have been met with staff resistance, so have not yet been implemented. We have also not yet verified the data accuracy in the College and Career indicator.

Action 1.10: The district has not yet implemented professional development for TK/K aides, but we plan to do so in 2025-2026.

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 district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:
Action 1.6: Career Readiness: The largest difference is because of the prior year carryover in the Career Technical Education Incentive Grant.
Action 1.8: Higher and Maintain Highly Qualified Staff: The difference is because the district negotiated a one-time off-salary schedule payment for all employees.
Action 1.9: Academic Enrichment: The largest difference is because of the prior year carryover in the Arts & Music in Schools Grant.
Action 1.10: Transitional Kindergarten Expansion and Full Day Kindergarten Support: Transitional kinder enrollment required us to hire an additional teacher mid-year.

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

Based on our analysis of metrics and outcomes, the implementation showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both qualitative and quantitative indicators.

Actions 1.1, 1.2, and 1.4: These actions had a moderate amount of effectiveness in that scores did not decrease signficantly, but nor did they increase significantly. In 2024-2025, we had approximately 65 teacher meetings, both grade-level and dept based, focusing on curriculum and instruction, reaching most teachers in the district. All teachers were trained or retrained in how to give the i-Ready diagnostic and the CAASPP assessments, and teachers were given time and guidance in analyzing data from both. School staff were also trained in giving the ELPAC and have administered the test throughout the school year as needed. On the SBAC tests, student outcomes for SED students increased almost two percent and decreased in math by almost 4 percent district wide. For EL students, ELA increased by half a percent and math decreased by two percent district wide. CAST scores decreased by 4.9% for EL students and by one percent for SED students. (OJUSD does not have enough foster students to get scores.) While these decreases are demoralizing, they are not huge, and the serious and continuing work that teachers have done this year makes us hopeful that these scores will improve in the 2025 testing season. Our overall scores remain the best compared to other unified districts in Stanislaus County.

Actions 1.3 and 1.7: These actions showed strong effectiveness in supporting new teacher growth and retention. 38 teachers received regular support through coaching visits from our academic coaches. These are teachers new to OJUSD and may be in their first years in teaching or may be experienced teachers who have recently been hired in the district. We also had 17 teachers-visiting-teachers (TVT) events throughout the school year for both new and veteran teachers. 14 (five second year and nine first year) teachers are supported by OJUSD in the Teacher Induction program through Stanislaus County Office of Education in order to clear their credentials.

Action 1.5 and 1.6: These actions were strongly effective. There was significant progress toward increasing college awareness and readiness. College field trips increased with 5 for OHS (including SpEd) and 5 for OJHS. An OJHS A-G awareness event, stemming from three A-G Task Force meetings, informed students and parents. Counselor attendance at a UC/CSU conference supported the admissions process of OHS students as well as the Merced Automatic Admissions Program, doubling UC Merced admissions for OHS from 14 to 27 in 2025. Additionally, 19 career events were held at East Stanislaus Continuation High School during 2024-2025, alongside regular military visits, while OHS held a well-attended college and career event in October 2024 and 48 subsequent career events.

Action 1.8: This action was very effective in supporting new teacher retention. Of the 22 new teachers hired for the 2024-2025 school year, 17 will be continuing into the 2025-2026 school year. Of the five who are not returning, three were non re-elected and two left for personal reasons.

Action 1.9: This action was strongly effective in providing enrichment activities and expanded access to electives. All four elementaries have GATE programs and performed plays and did other specialized programming during the school year, and approximately 376 6th graders attended Outdoor Ed, some of them experiencing falling snow for the first time. Guitar classes were started at both OJHS and OHS, proving popular and effective, with 60 students learning beginning guitar. The theater program has expanded to include a stagecraft class and has performed two full-length productions and several shorter shows, and the choir program has grown to include a diverse and enthusiastic array of student performers who have put on three shows during the 24-25 school year.

Action 1.10: This action was very effective in expanding early education access and supporting student development. We started the year with seven TK classes, but had to expand to eight mid-year because of a continuing stream of new TK students. Our kinder classes became full-day classes and by all accounts, teachers are seeing positive growth both socially and academically. Students at all schools are increasing their reading and math skills and participating in more developmental play.

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.

Based on our analysis, here are the planned adjustments for the 2024-2027 LCAP cycle:

Goal Description: No changes to current goal focusing on providing a K-12 continuum of academic excellence.

Metrics Modifications:

Baseline updated for 1.3 and 1.11.

Actions Modifications:
Modified Action 1.4: We will add K-2 Reading Screener to the list of assessments.
Modified Action 1.5: This action's description has been updated to include LREBG rationale and metrics.
Modified Action 1.6: This action's description has been updated to include LREBG rationale and metrics.
Modified Action 1.8: This action's description has been updated to include LREBG rationale and metrics.
Modified Action 1.10: This action currently reads "As our TK program expands and our K program moves to full day..." but now that our Kinder program has gone to full day, it should read "As our TK program expands, we will support additional TK teachers as needed with more TK aides, as well as providing K aides for our full-day K program as well as art and music support."

Expected Outcomes:
Modified Target Outcome 1.11 to better reflect and streamline data given by ESGI.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 of unduplicated students and students with disabilities.	$1,103,226.00	Yes
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	$695,763.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional norms), Academic Coaching for all new and, as needed, veteran teachers, and the Teachers Visiting Teachers program.		
1.4	Central Office Coordination of Curriculum and Instruction	The Central Office will support District Level professional development and testing (i-Ready, CAASPP, ELPAC, and the K-2 Reading Screener).	$493,977.00	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. This is an LREBG action. The needs assessment also clarified our need to add more relevant electives to the high school schedule, particularly electives that address the A-G eligibility requirements. To that end, we are giving students an additional opportunity to become A-G eligible by introducing an American Sign Language dual enrollment class, which will give students both high school and college credit, and fulfill the A-G World Languages requirement. We are also recruiting two teachers for an additional period each to help run these classes, tying in to Action 1.8. This action aligns to allowable use in the area of improving college eligibility and will be measured by metrics 1.8, 1.9, and 1.10. This will use $50,000 of the LREBG funds, and is supported by research that suggests allowing students to choose electives in areas of interest to them increases student efficiacy and success.	$923,327.00	Yes
1.6	Career Readiness	Career readiness includes support for career technicians, career events, career centers, and expansion of CTE pathways. This is an LREBG action. The OJUSD needs assessment substantiated our plan for expending the LREBG funds related to Eligible Use C, Addressing Barriers to learning. In	$1,776,293.00	Yes

Action #	Title	Description	Total Funds	Contributing
		order to help students become college and career ready, as stated in Goal 1, research shows that supporting students in work study programs helps them be more career-ready and more successful in school. This is done at East Stanislaus Continuation High School by supporting their work study program with an extra period. This also provides an additional elective for students, the necessity of which is expressed in Goal 4, our Equity Multiplier Goal. This action aligns to allowable use in the area of career counseling and will be measured by metrics 1.7, 1.8, 1.10, and 4.3. This will use $20,000 of the LREBG funds.		
1.7	New Teacher Support	District support for new teacher participation in the Stanislaus County Induction program.	$121,335.00	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. This is an LREBG action. The needs assessment also clarified our need to add more relevant electives to the high school schedule, particularly electives that address the A-G eligibility requirements. To that end, we are giving students an additional opportunity to become A-G eligible by introducing an American Sign Language dual enrollment class, which will give students both high school and college credit, and fulfill the A-G World Languages requirement. We are also recruiting two teachers for an additional period each to help run these classes, tying in to Action 1.5. This action aligns to allowable use in the area of improving college eligibility and will be measured by metrics 1.8, 1.9, and 1.10. This will use $373,405 of the LREBG funds, and is supported by research that suggests allowing students to choose electives in areas of interest to them increases student efficiacy and success. The needs assessment also identified a need for an additional speech language pathologist based on the increased number of students with	$51,760,996.00	No

Action #	Title	Description	Total Funds	Contributing
		speech IEPs. It is always in the interest of our students and our programs to hire the best people possible. In addition, studies indicate that smaller caseloads for SPLs may be associated with greater student progress. This aligns with C, pupil supports to address barriers to learning, and will be monitored by metrics 1.8, 1.9, and 1.10. This will use $111,133 of the LREBG funds.		
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.	$808,463.00	Yes
1.10	Transitional Kinder Expansion and Full Day Kindergarten Support	As our TK program expands, we will support additional TK teachers as needed with more TK aides, as well as providing K aides for our full-day K program as well as art and music support.	$815,421.00	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.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

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	2023-2024: 25.15% Standards Not Met		Percentage of students Not Meeting Standards will DECREASE by at least 2% annually.	Decrease of 4.14%
2.2	Academic Indicator: Math (CAASPP scores)	2022-2023: 37.48% Standards Not Met	2023-2024: 35.09% Standards Not Met		Percentage of students Not Meeting Standards will DECREASE by at least 2% annually.	Decrease of 2.39%
2.3	College/Career Indicator (CA Schools Dashboard)	2022-2023: 32% prepared 2022-2023: 8% of SWD are prepared	2022-2023: 34.8% prepared 2022-2023: 3.8% 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.	Increase of 2.8% are prepared Decrease of 3.1% SWD are prepared.
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% graduating 2023-2024: 77.4% of SWD graduated		Percentage of students graduating will stay above 93% annually. Percentage of SWD graduating with a full diploma will stay above 75% annually.	Graduation rate increased by 1.6% Graduation rate for SWD decreased by 2.5%

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)	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 are in the lowest category (red) with a 12.3% suspension rate, and the site itself is in the lowest performance category overall 22-23: Oakdale High School: SWD and students of 2 or more races are in the lowest category (red) with 8.4% suspension rate	2023-2024: 5.4% of students were suspended at least one day 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 5.8% 23-24: Oakdale Junior High School: English Learners, Hispanic students, and SED students all improved suspension rates, moving from red to orange, and SWD moved from red to yellow, so no subgroup remains in the lowest cateory and OJHS has moved as a whole from the red to the yellow category with an 11% suspension rate		The overall percentage of OJUSD students suspended will decrease by at least 1% each year. Cloverland Elementary will move from the red to the orange or higher category for each of the subgroups listed in suspensions. 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. Oakdale High School will move the subgroups listed from red to orange or higher categories so they	Suspension rates decreased by 0.7% Cloverland Elementary: SED students had an increase in suspension rate of 2.8%, and SWD also had an increase in suspension rate of 2.2%. White students declined in their suspension rate 1.3%. Oakdale Junior High: No subgroup remains in the red, and the overall suspension rate has decreased by 1.3%. Oakdale High School: No subgroup remains in the red, and the overall suspension rate has decreased by 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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%.		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	2023-2024: 0.1% expelled.		Administration will continue to review all expulsions carefully to ensure that expectations are consistent and fair to all.	23-24: Expulsions decreased by .23%
2.7	School Attendance Rates (local data, Aeries) Chronic Absenteeism (CA Schools Dashboard) Middle School Dropout Rates (CalPads report 1.12) 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 JH/HS 88.64% (+)	2024-2025 (Months 1-9) School Attendance Rates: Cloverland Elementary 94.22% (-) Fair Oaks Elementary 94.30% (-) Magnolia Elementary 93.57%(-) Sierra View Elementary 94.79% (-)		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.	School attendance maintained within one percent for all four elementary schools, Oakdale Junior High, Oakdale High School, and Oakdale Charter, decreased by 8.19% and increased at East Stanislaus Continuation High School by 2.73%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		East Stanislaus 81.39% (-) Oakdale Charter 98.79% (-) 2022-2023: 20.6% Chronically Absent Middle School Dropout Rate: Baseline in middle school dropout rate established in Spring 2024. Middle School Dropout Rate: 1 student 2022-2023: High School dropout rate: 3.85% (17 students)	Oakdale Junior HS 93.65% (-) Oakdale High School 94.13% (+) Valley Oak JH/HS 80.45% (-) East Stanislaus 84.12% (+) Oakdale Charter 99.54% (+) 2023-2024: 15.1% Chronically Absent 2023-2024: Middle School Dropout Rate: 1 student 2023-2024: High School Dropout Rate: 2.22% (8 students)		High School dropout rates will DECREASE annually	23-24: 5.5% decrease in chronic absenteeism rate. Baseline in middle school dropout rate established in Spring 2024. Middle School Dropout Rate: 1 student 23-24: High School dropout rate decreased from 17 students in 22-23 to 8 students in 23-24, a decrease of 1.63%.
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)	New metric as of 2024-2025. Baseline data determined in 2024-2025 with 23-24 data: Baseline: Assertive Discipline at elementary schools (23-24): 1,871 # of positive outcomes after mental health/behavioral referrals at the jr high (24-25): 20	Mental and Behavioral Health Services Assertive Discipline at elementary schools (23-24): 1,871 # of positive outcomes after mental health/behavioral		Assertive Discipline incidences will decrease annually by 2% or more at elementary schools. The number of postive outcomes after mental health/behavioral referrals at the jr	Baseline: Assertive Discipline at elementary schools (23-24): 1,871 # of positive outcomes after mental health/behavioral referrals at the jr high (24-25): 20

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	# 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.	# of positive outcomes after mental health/behavioral referrals at the high school (24-25): 60 SAPs are available at each site in the 24-25 school year. Each site is maintaining mental/behavioral support programs.	referrals at the jr high (24-25): 20 # of positive outcomes after mental health/behavioral referrals at the high school (24-25): 60 SAPs are available at each site in the 24-25 school year. Each site has mental/behavioral health support programs.		high will increase annually. The number of postive outcomes after mental health/behavioral referrals at the high school will increase annually. SAPs will continue to be available to students at each site. Each site will continue to establish and maintain mental/behavioral health support programs.	# of positive outcomes after mental health/behavioral referrals at the high school (24-25): 60 SAPs are available at each site in the 24-25 school year. Each site is maintaining mental/behavioral support programs.
2.9	English Learner Progress (ELPAC) (English Learner Progress Indicator -- CA Schools Dashboard)	Spring, 2023: students achieving a score of 4 on the ELPAC: 12% (63 students) 23-24 ELPI -- 52.7% of English Learners are making progress toward English language proficiency.	Spring 2024: students achieving a score of 4 on the ELPAC: 13% (70 students) 23-24 ELPI -- 51.5% 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.	24-25: The percentage of students achieving a 4 on the ELPAC increased by 1% from 2023-2024. (Note: Scores from the previous year are used for current year reclassification)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						23-24: The percentage of English Learners making progress toward English Language proficience decreased by 1.2%.

Goal Analysis [2024-25]

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

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

The district made strong progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 2.1: Our elementary Learning Labs, the intervention program at each elementary site, are going strong. Training was given at the beginning of the school year and has continued to be provided as needed to both groups and individuals. We have curricula for Tiers One, Two, and Three.

Action 2.2: 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 were all implemented. Staff and discretionary funds are being thoughtfully used at Valley Oak Online Learning Academy and at East Stanislaus Continuation High School, and the afterschool intervention program at the junior high continues to support students.

Action 2.3: 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 Ellevation system continues to be used to monitor student progress and manage the monitoring and reclassification workflows. 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.

Action 2.4: We have continued to work on the equity of resource services, implementing a reading program and an IEP goal managment program across all elementary sites; all curriculum in 7-12 resource and K-12 SDC is Common Core aligned; co-teaching continues at the junior high in math and English and at the high school in some English classes. We continue to support students working toward a regular high school diploma, and therefore, an increased graduation rate.

Action 2.5: We have continued to 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 an additional mental health clinician for the jr high and East Stanislaus High School; and, ongoing training of staff in the recognition of suicidal ideation.

Action 2.6: 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.

Implementation Challenges:
Action 2.1: Our teachers need more training in Tier One and Two support in their classrooms, so we will begin to provide this with more intention in the coming year.

Action 2.4: Coteaching at the high school is only partly implemented though more co-teaching classes will be scheduled next year; the secondary OJUSD Special Education Task Force has met only once due to staff resistance and so has not had time to 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. However, we hope to reinstate the Task Force next year, with this purpose in mind. College/Career readiness for our SWD dropped on the last CA Schools Dashboard, so continued work is needed in this area.

Modified Implementation: none

Non-implemented Actions:
Action 2.2: Tutoring opportunities at the jr high and the high school are no longer offered. We attempted to utilize AirTutors, an online program that would tutor students in their areas of need at a time convenient to them, but there was not enough interest at either site to continue doing so. The high school continues to explore tutoring options, including peer tutoring and after-school tutoring by teachers.

Action 2.6: Professional development regarding suspensions needs to happen at all sites. Special attention needs to be given to how class suspensions affect SWD over time.

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 district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities during the school year.

Expenditure Differences:
Action 2.5: Mental and Behavioral Health Services: The largest difference in this category is due to prior year carry-over in the Learning Recovery Emergency Block Grant.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative and qualitative indicators.

Action 2.1: This action did not yet achieve desired outcomes. Our students still struggle to meet standards in both ELA and especially in math as demonstrated by SBAC scores where 50.8% of students did not meet ELA standards and 65.13% did not meet math standards in 2024. Action 2.1 is necessary and in need of more support so that staff and teachers are more able to implement Tier One and Two classroom support strategies. We are hiring a Reading Specialist who can help manage intervention programs and assist teachers with Tier One and Two classroom support.

Action 2.2: This action is effective in supporting students who struggle and increasing the graduation rate. Summer School and Night School at the high school continues to impact students postively, allowing them to engage in credit recovery and move toward meeting graduation requirements. The overall graduation rate increased 1.6% to 96.1%, Valley Oak Online Learning Academy increased their graduation rate by 20.6%, and though East Stanislaus Continuation High School decreased their graduation rate, it is still the highest for a continuation high school in our county at 93.8%. Summer Extended Learning served 532 elementary students in 2024. The intervention program at the jr high served a total of 17 students in semester 1 of the 24-25 school year (59 eligible students declined to participate), and all achieved full credit. Our tutoring program, however, proved to be of low-interest and ineffective and so was discontinued at both the jr high and the high school.

Action 2.3: This action is effective in helping second language learners learn English. 84 newcomers accessed Lexia English and Rosetta Stone. We have not yet seen the impact of the additional courses as they were only implemented last year. The same number of high school students were reclassified this year as last (12). The Ellevation platform is used widely across all sites, but especially at the elementary schools. Our high school ALD and ELD teachers analyze ELPAC data to help identify areas of strength and weakness for students and make sure instruction addresses needs. SBAC data is also analyzed but is less useful as students only take it in 8th and 11th grade.

Action 2.4: This action has not yet achieved all desired outcomes, but GoalBook has been very effective in managing IEP goals. 50 staff members, including SpEd teachers, speech and language pathologists, psychologists, mental health clinicians, behaviorists, inclusion specialists, and admin, have accessed GoalBook, the IEP goal management program in the 24-25 school year, and it has helped to complete 926+ IEPs with actionable goals. Co-teaching at the junior high remains somewhat effective with 55 students feeling a part of the whole school population rather than a special program and accessing grade level curricula. Co-teaching at the high school is effective in some grades, but not others where there is high staff resistance. The high school is working on scheduling at least one co-taught English class and one co-taught math class per grade level for resource students to continue to have access to grade-level curriculum. The graduation rate for SWD fell at the high school by 2.5%, but is still at 77.4%. Overall, the elementary Special Ed Task Force has been effective in aligning their

teaching and programs, but the secondary Special Ed Task force has not, and we have cancelled two of three meetings this year, so that we can re-calibrate at a school, district, and county administrative level and come back more effectively next year.

Action 2.5: While the mental health needs of our students have remained higher than we'd like, our Step Up SEL program has been strongly effective at the elementary level, with 2,641 lessons given in all four elementary sites this school year (483 at Cloverland, 650 at Magolia, 676 at Sierra View, and 832 at Fair Oaks). We have funded a mental health clinician who serves the jr high and the continuation high school, and she has met with 28 students, resulting in 26 positive outcomes for those students.

Action 2.6: This action has been partially effective. Professional development has not happened at a district-wide level for suspensions, but has been addressed in smaller groups, including the SpEd Task Force. The number of suspensions as reported on the 2024 CA Schools Dashboard decreased by .7%, but this is minimal, and given the number of suspensions during the 24-25 school year is likely to increase on the next Dashboard report.

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.

Based on our analysis, here are the planned adjustments for the 2024-2027 LCAP cycle:

Goal Description: No changes to current goal focusing on support for students who struggle academically, emotionally, or behaviorally.

Metric Modifications:
Baselines added for 2.7 and 2.8.

Actions Modifications:
Modified Action 2.1: A Reading Specialist will be added, and this action's description has been updated to include LREBG rationale and metrics.
Modified Action 2.2: This action's description has been updated to include LREBG rationale and metrics.
Modified Action 2.4: This action's description has been updated to include LREBG rationale and metrics.
Modified Action 2.5: This action's description has been updated to include LREBG rationale and metrics.

Expected Outcomes: No changes to current expected outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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 by the Reading Specialist for instructional aides who run the Learning Labs. This is an LREBG action. The needs assessment affirmed that the i-Ready diagnostics are necessary for helping teachers address learning gaps and making sure that students get the Tier I and Tier II assistance needed in order to reach grade level material and understanding. Research has indicated that short-term intervention, especially in the early grades, can significantly increase student success with grade level materials. This action aligns to allowable use B, expanded learning programs to close the learning gap, and C, pupil supports to address barriers to learning, and will be assessed by metrics 2.1, 2.2., and 2.4. This will use $250,000 of the LREBG funds.	$528,335.00	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 opportunties at the jr high and the high school, and the afterschool intervention program at the junior high. This is an LREBG action. Because our needs assessment along, with state and local data, including Dashboard data, indicated the ongoing essential nature of further intervention and support at our schools, we continue to fund intervention, tutoring, and summer school for remediation and credit recovery in order to help students toward academic success and graduation, as well as provide extra time for instruction at Valley Oak. Research has indicated that intervention can significantly increase student success with grade level	$2,608,091.00	Yes

Action #	Title	Description	Total Funds	Contributing
		materials. This aligns with use D, provide access to credit deficient pupils to graduate or improve college eligibility, and A, increase instructional time, and will be measured by metrics 2.1, 2.2, and 2.4. This will use $166,146 of LREBG funds.		
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 Ellevation system continues to be used to monitor student progress and manage the monitoring and reclassification workflows. 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.	$628,628.00	Yes
2.4	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 an increased graduation rate ** Supporting 9-12 students in RSP and SDC in working toward college/career readiness OJUSD Special Education Task Force (both elementary and secondary) will examine the cause and effects of high suspension rates, explore the	$14,246.00	No

Action #	Title	Description	Total Funds	Contributing
		effects of period suspensions on overall suspension rates, and work on ways to bring suspension rates for Students with Disabilities down. These actions are part of our Differentiated Assistance support from Stanislaus County Office of Education. This is an LREBG action. Our teachers were writing educational goals for our students with disabilities that were all over the spectrum. In order to create equity across sites, it was clear that we needed a specific program in place. GoalBook is that program, allowing teachers to write specific, measurable goals which research shows will help move their students forward. This aligns to allowable use C, pupil supports addressing barriers to learning, and will be measured by metrics 2.1, 2.2, and 2.4. This will use $25,000 of LREBG funds.		
2.5	Mental and Behavioral Health Services -- Multitiered System of Supports	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. This is a LREBG action. Because many of our students struggle with mental health and behavioral health, our needs assessment indicated a strong need to continue funding for a behavioral analyst, SEL paraprofessionals who help both in classrooms and in the school yard, and SAPs at our four elementary schools as well as at the junior high, Oakdale High, and East Stanislaus High. The training these people give, as well as the direct intervention with students, has resulted in many positive outcomes (see Metric 2.8) for our students. Research strongly supports the use of mental health staff in schools, as it improves access to care, enables early identification and treatment of mental health issues, and may lead to reduced absenteeism	$749,070.00	No

Action #	Title	Description	Total Funds	Contributing
		and better mental health outcomes. This aligns with use C, pupil supports to address barriers to learning, and will be monitored by metric 2.8. This will use $597,296 of LREBG funds.		
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.

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

An explanation of why the LEA has developed this goal.

Ensuring student safety, a robust and safe technology infastructure, 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 concern around safety 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 Explemplary.	December, 2024: All sites are rated as Good or Exemplary.		Annual rating of all school sites as Good or Exemplary.	All sites were rated Good or Exemplary so there is no difference from baseline.

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)	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%	Will be administered again in December, 2025.		Bi-Annual Increase in Connection to School Bi-Annual Decrease in Student Vaping Bi-Annual Increase in student perceptions of School Climate	Not applicable.
3.3	School Climate Survey (locally created survey administered in even years)	Baseline data collected in 2024-2025. Local School Climate Survey, Jan. 2025 % of students reporting that they strong agree or agree that they feel a Connectedness to School: 5th grade: 72% 7th grade: 44% (42.6% neutral) 9th grade: 48.1% (39.4% neutral) 11th grade: 47.2% (39% neutral)	Local School Climate Survey, Jan. 2025 % of students reporting that they strong agree or agree that they feel a Connectedness to School: 5th grade: 72% 7th grade: 44% (42.6% neutral) 9th grade: 48.1% (39.4% neutral) 11th grade: 47.2% (39% neutral)		Feelings of school safety and connectedness among students, staff, and families will increase bi-annually.	Baseline data established in 24-25, but we do not feel the data regarding vaping is reliable. Local School Climate Survey, Jan. 2025 % of students reporting that they strong agree or agree that they feel a Connectedness to School: 5th grade: 72%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of students reporting that they've ever Vaped or used Vape Products: 5th grade: 0% (2.6% prefer not to answer) 7th grade: .9% (3.3% prefer not to answer) 9th: 0% (1.7% prefer not to answer) 11th: 2.7% (5.6% prefer not to answer)	% of students reporting that they've ever Vaped or used Vape Products: 5th grade: 0% (2.6% prefer not to answer) 7th grade: .9% (3.3% prefer not to answer) 9th: 0% (1.7% prefer not to answer) 11th: 2.7% (5.6% prefer not to answer)			7th grade: 44% (42.6% neutral) 9th grade: 48.1% (39.4% neutral) 11th grade: 47.2% (39% neutral) % of students reporting that they've ever Vaped or used Vape Products: 5th grade: 0% (2.6% prefer not to answer) 7th grade: .9% (3.3% prefer not to answer) 9th: 0% (1.7% prefer not to answer) 11th: 2.7% (5.6% prefer not to answer)
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%	Parent Involvement & Family Engagement Survey (Full implementation and Full Implementation with Sustainability) 2024-2025: Implementing Trusting,		Annual Improvement in all categories of the Parent Involvement and Engagement Survey, including feelings of School Safety and Connectedness.	Parent Involvement & Family Engagement Survey (Full implementation and Full Implementation with Sustainability) 2024-2025: Implementing Trusting,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Providing opportunities for input on policies and programs, including from underrepresented families: 34.7%	Respectful Relationships: 57.0% Creating welcoming environments for all families: 59.3% Learning about each family's strengths, cultures, languages, and goals for their children: 33.1% Providing opportunities for two-way communication between families and teachers: 55.4% Providing information and resources to support students learning in the home: 46.4% Providing opportunities for meetings between families and teachers to help students succeed: 57.0% Providing opportunities for families to understand and			Respectful Relationships: +3.3% from baseline; Creating welcoming environments for all families: -.5% from baseline; Learning about each family's strengths, cultures, languages, and goals for their children: -2.7 from baseline; Providing opportunities for two-way communication between families and teachers: -5.1% from baseline; Providing information and resources to support students learning in the home: -5.7% from baseline Providing opportunities for meetings between families and teachers to help

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Providing opportunities for families and school staff to work together plan family engagement activities: 36.3% School Safety and Connectedness baseline to be established in the 24-25 school year.	advocate for legal rights of students: 42.1% Helping families engage in advisory groups: 44.6% Providing opportunities for input on policies and programs, including from underrepresented families: 34.7% Providing opportunities for families and school staff to work together plan family engagement activities: 38.0% School Safety and Connectedness baseline to be established in the 25-26 school year.			students succeed: +.2 from baseline; Providing opportunities for families to understand and advocate for legal rights of students: +3.2 from baseline; Helping families engage in advisory groups: -3.3 from baseline; Providing opportunities for input on policies and programs, including from underrepresented families: zero difference from baseline; Providing opportunities for families and school staff to work together plan family engagement activities: +1.7% from baseline. Baseline for School Safety and Connectedness to be established in 25-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Staff Sense of Safety and School Connectedness (annual Teacher LCAP Survey)	Baseline date for Staff Sense of School Safety and Connectedness baseline established in 24-25. 2025 Staff Sense of Safety and Connectedness Survey: (Strongly agree or agree): I feel safe at my school: 74.4% At this school, students and teachers get along really well: 79.6% I am proud of how my school is seen in the community: 63.9% I would recommend my school to others: 72.9%	2025 Staff Sense of Safety and Connectedness Survey: (Strongly agree or agree): I feel safe at my school: 74.4% At this school, students and teachers get along really well: 79.6% I am proud of how my school is seen in the community: 63.9% I would recommend my school to others: 72.9%		Staff feelings of school safety and school connectedness will increase each year.	Baseline was established in 24-25. 2025 Staff Sense of Safety and Connectedness Survey: (Strongly agree or agree): I feel safe at my school: 74.4% At this school, students and teachers get along really well: 79.6% I am proud of how my school is seen in the community: 63.9% I would recommend my school to others: 72.9%
3.6	Transportation Bus Inspection Reports Number of students served Number of Routes provided (locally provided data)	In 2023-2024, all District vehicles were inspected and found to be in exemplary condition. # of students served in 23-24: TK: 14 Kinder: 54 Grades 1-6: 413 SED: 439 SWD: 175	In 2024-2025, all District vehicles were inspected and found to be in exemplary condition. # of students served in 24-25: TK: 13 Kinder: 51 Grades 1-6: 446 SED: 552		All District vehicles will fall into the exemplary category when inspected. The number of students served by District Transportation Services will INCREASE each year and be	All District vehicles were inspected and found to be in exemplary condidtion, so no change from previous year (baseline). # of students served in 24-25: TK: 13 (a decrease of 1)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 5 Foster: 8 English Learners: 148 In 2023-2024, 8 General Education routes and 6 Special Ed routes were provided.	SWD: 177 Homeless: 12 Foster: 3 English Learners: 136 In 2024-2025, 8 General Education routes and 6 Special Ed routes were provided, plus an additional McKinney-Vento route via district van.		spread across demographic groups. The number of routes provided will match District need each year.	Kinder: 51 (a decrease of 3) Grades 1-6: 446 (an increase of 33) SED: 552 (an increase of 113) SWD: 177 (an increase of 2) Homeless: 12 (an increase of 7) Foster: 3 (a decrease of 5) English Learners: 136 (a decrease of 12) A McKinney-Vento route was added to the existing 14 routes from the previous year.
3.7	Parent Participation in programs for unduplicated students (local data -- sign-in sheets) Parent Participation in program for individuals with exceptional needs (local data and SELPA provided sign in sheets)	Baseline 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). # of parents of unduplicated students attending: ELAC meetings: 10 @ OJHS DELAC meetings: 26	2024-2025: # of parents of unduplicated students attending: ELAC meetings: 10 @ OJHS DELAC meetings: 26 School Site Councils: 2 # of parents of unduplicated students attending the SELPA		Parent Participation in compensatory education committees and events (ELAC, DELAC, School Site Councils) will increase each year. Parent Participation in the SELPA Community	Baseline data established during the 24-25 school year. # of parents of unduplicated students attending: ELAC meetings: 10 @ OJHS DELAC meetings: 26 School Site Councils: 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Site Councils: 2 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). # of parents of unduplicated students attending the SELPA Community Advisory Committee (CAC): 0	Community Advisory Committee (CAC): 0 (zero)		Advisory Committee (CAC) will increase each year.	# of parents of unduplicated students attending the SELPA Community Advisory Committee (CAC): 0 (zero)
3.8	District Technology Survey	Certificated Staff Technology Survey 2024, percentage of staff describing their technology as excellent or adequate: Teacher Desktop: 92% Teacher Laptop: 72.4% Capacity to Print: 93.7% Document Camera: 69.6% (22% don't use or want one) Smartboard/flatscreen TV: 89.6% Classroom wifi: 93.1% Student devices: 73.6%	Certificated Staff Technology Survey 2025, percentage of staff describing their technology as adequate: Teacher Desktop: 95.7% Teacher Laptop: 67.9% Capacity to Print: 88.3% Document Camera: 70.4% (18.5% don't use or want one) Smartboard/flatscreen TV: 89.5% Classroom wifi: 82.7%		Percentage of staff describing their technology as adequate will be 80% or higher for each element.	Certificated Staff Technology Survey 2025, Percentage of staff describing their technology as adequate, difference from baseline: Teacher Desktop: +3.7% (over 80%) Teacher Laptop: -4.5% (under 80%) Capacity to Print: -5.4% (over 80%) Document Camera: +.8% (under 80%) Smartboard/flatscreen TV: -.1% (over 80%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Student devices: 61.1%			Classroom wifi: -10.4% (over 80%) Student devices: -12.5% (under 80%)

Goal Analysis [2024-25]

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

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

The district made progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
* Action 3.1: Student Safety includes 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, a School Resource Officer, and primary grade class sizes of 12:1 with TK at 10:1.

* Action 3.2: Ongoing maintenance and modernization is a priority; identification, prioritization, and board approval of major facilities projects will continue; there was ongoing identification and implementation of security systems including cameras and exit gates as needed; modular classrooms were built, playgrounds and play structures were reworked, ceiling tiles were replaced, shade structures were placed at one elementary school, and some restrooms at the junior high and East Stan Continuation High School were revamped.

* Action 3.3: 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.

* Action 3.4: 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.

Implementation Challenges:
Metric 3.7, related to Action 3.1, is proving frustrating as so few parents participate despite the fact that we regularly ask for and advertise the need for parent particiption. 75% of parents who filled out the Parent Involvement and Family Participation Survey reported that they are not currently engaged in a school-related parent group at this time.

Modified Implementation:

* In Action 3.1 the ratio of TK students changed from 12:1 to 10:1.

Non-Implemented Actions:
OJUSD passed a facilities bond in November of 2024, so several of the planned actions in Action 3.2 were changed to projects that will be funded with bond money. This includes gutter repairs throughout the district, cafeteria renovations, a few more roofing projects, and revamping restrooms at additional sites.

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 district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure differences:
Action 3.3: Transportation: In fiscal year 23-24, the Board approved the purchase of new school buses. The buses were not delivered until 24-25, when the expense impacted the budget.
Action 3.4: Technology Infrastructure: The district created a Chromebook refresh plan to replace 500 Chromebooks a year. This was not in the original budget, but became necessary due to Chromebook malfunctions.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative and qualitative indicators.

* Action 3.1: This wide-ranging goal has been mostly effective in supporting school safety. The school resource officer is an important part of the support system for students, regularly helping with home visits and on-site actions and investigations. Anecdotally, teachers have expressed a need for more training in the MTSS system, so more work on that will be done in the coming year. Small class sizes at TK have allowed growth as observed by teachers, which will continue now that the 10:1 ratio is in place. The Local School Climate Survey for Students (Metric 3.3), was ineffective. We suspect the data collected regarding vaping is not reliable as students may not have told the truth when filling out the survey. The differences between the 24-25 School Climate Survey and the 2023 CHKA were stark and unlikely.

* Action 3.2: This goal has been largely effective as ongoing maintenance has continued at all sites as evidenced by the completion of various projects and all sites continue to be rated as good or exemplary (Metric 3.1). A shade structure was installed at Fair Oaks Elementary, play structures were added at Fair Oaks, Cloverland, and Magnolia Elementary Schools, 2 kinder classrooms were placed at Cloverland Elementary, ceiling tiles and gutters were repaired, and restrooms were improved at East Stanislaus Continuation High School and Oakdale Junior High. Other projects are ongoing or will be funded by the school bond measure passed in November 2024.

* Action 3.3: This goal has been strongly effective in giving students positive and safe transportation experiences as described in Metric 3.6. An additional bus route was added for SpEd students, and overall there has been an increase in ridership, especially of socioeconomically disadvantaged students and students in grades 1-6.

* Action 3.4: This goal has been strongly effective in making sure that technology needs are addressed. District servers were updated in summer of 2024, 1000 new Chromebooks have been purchased and distributed to sites (with a plan in place to purchase 500 more each year), and all Wi-Fi has been examined to make sure it is powerful enough to handle all needs, but according to the District Technology Survey given in Spring 2025, teachers describing both classroom Wi-Fi and student devices as adequate dropped by over 10%, so further exploration is needed.

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.

Based on our analysis, here are the planned adjustments for the 24-27 LCAP cycle:

Goal Description: No changes to the current goal focusing on safety and infrastructure.

Metrics Modifications: For the 2025 Teacher Technology survey, we eliminated the choice of excellent from the list and gave teachers only the choices of adequate, inadequate, or not sure. We were not able to implement the portion of Metric 3.4 regarding Parent feelings of School Safety and Connectedness, so the baseline was not set as planned. We intend to streamline several surveys to make sure we are not overwhelming families with the number of surveys going out and to make sure school safety and connectedness for parents are specifically addressed.

Actions Modifications: Action 3.1 will be modified to include the new TK ratio of 10 students to one adult. Action 3.2 will be modified to exclude completed projects and those covered by the new bond measure.

Expected Outcomes: No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	$725,736.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(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 10:1.		
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.	$1,972,762.00	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.	$2,977,223.00	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.	$1,277,667.00	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.

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

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-economicallly 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	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		ELA Academic Indicator for SED students at East Stanislaus will increase each year by at least 5 points.	The difference from baseline is 6.2 pts.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			specific demographic information in order to protect student privacy.			
4.2	# of students accessing in-person electives at East Stanislaus (local data)	22-23 students accessed 167 in-person electives (Anatomy, Business Math); 23-24: students accessed 287 in-person electives (Film as Literature, Speech, Business Math, Anatomy)	24-25: in person electives were accessed 266 times (Film as Literature, Speech, Business Math, Anatomy, Work Experience)		The number of in-person electives accessed at East Stanislaus High School will increase each year.	2024-2025: students accessed 27 fewer in-person electives at East Stanislaus this year because the school has fewer students this year than last.
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%		The graduation rate will remain at or above 90% at East Stanislaus each year.	The graduation rate for East Stan High School decreased by 4.3%, but remains above our target outcome of 90%.

Goal Analysis [2024-25]

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

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

East Stanislaus Continuation High School made progress in implementing our planned actions.

Successful Implementation:
** The additional English class allowed smaller class sizes in English classes for students who have typically struggled in school and almost all of whom have previously failed at least one English class. This allows more teacher to student attention and interaction.
** This has also allowed more in-person elective sections to open so that students are able to complete graduation requirements.

Implementation Challenges:
none

Modified Implementation:
none

Non-implemented Actions:
none

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.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed strong levels of effectiveness in achieving Goal 4, as demonstrated by both qualitative and quantitative factors.

The teacher is fully engaged in teaching English, allowing the other English teacher to schedule more in-person electives. More students are taking these electives than before the second English teacher was hired (Metric 4.2); English scores are still increasing, up 6.2 pts on the 2024 Dashboard (Metric 4.1); and the graduation rate, though down slightly from the prior year, was still above 90% for 2024 (Metric 4.3).

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.

We do not anticipate any changes to the planned goal, outcomes, or actions for the coming year.

Metric 4.2 was reworded from "# of students completing in-person electives at East Stanislaus" to "# of students accessing in-person electives at East Stanislaus" to more clearly indicate that individual students may have accessed more than one in-person elective. The Target Outcome for this metric was also reworded to change "completing" to "accessing."

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Staffing	We will add a second English teacher to decrease the number of students in each English class and increased access to electives.	$125,415.00	No

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,914,353	$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
8.799%	0.000%	$0.00	8.799%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Curriculum Implementation **Need:** Based on our academic data, it is evident that we need to ensure all teachers and staff have a deep understanding of subject-area curricula so they can better instruct and support or EL and SED students. ELA Overall: 11.1 points below standard (pbs) EL: 48.3 pbs	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. This action is provided LEA-wide to ensure the implementation of LCAP actions across the Oakdale Joint Unified School District.	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

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
	SED 20.9 pbs Math Overall: 44 pbs EL: 84.1 pbs SED: 62.8 pbs (2024 Dashboard) **Scope:** LEA-wide		1.9 A-G Completion 1.10 Pupil Achievement 1.12 English Learner Progress
1.2	**Action:** Facilitation and Support of Professional Learning Communities **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: 11.1 points below standard (pbs) EL: 48.3 pbs SED 20.9 pbs Math Overall: 44 pbs EL: 84.1 pbs SED: 62.8 pbs (2024 Dashboard) **Scope:**	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. 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.	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	**Action:** Systemic Support of Dynamic Instruction **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. **Scope:** LEA-wide	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. 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.	1.4 Implementation of State Academic Standards 1.5 Teacher Assignments 1.6 Standards-Aligned Curriculum 1.7 A Broad Course of Study
1.4	**Action:** Central Office Coordination of Curriculum and Instruction **Need:** Teachers and admin often report the need for consistent communication, so 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. We have also heard from both teacher and students that unduplicated students and students with disabilities may need extra support in preparing and executing their tests.	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. The support helps our unduplicated students feel more comfortable with and therefore, perform better on the tests. 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.	1.1 Academic Indicator: English 1.2 Academic Indicator: Math 1.3 Academic Indicator: CAST 1.12 English Learner Progress

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	**Action:** College Readiness **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. **Scope:** LEA-wide	Making sure A-G awareness is high for students, families, and staff, and that students have access 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. 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.	1.8 Pupil Outcomes 1.9 A-G Completion 1.10 Pupil Achievement
1.6	**Action:** Career Readiness **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. **Scope:** LEA-wide	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. 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.	1.7 A Broad Course of Study 1.8 Pupil Outcomes 1.10 Pupil Achievement

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
1.7	**Action:** New Teacher Support **Need:** Based on our academic data, our EL and SED students require more specialized instruction and differentiated approaches. New teachers with strong induction training in best practices are better equipped to identyify these students' needs and implement effective strategies to support their learning. ELA Overall: 11.1 points below standard (pbs) EL: 48.3 pbs SED 20.9 pbs Math Overall: 44 pbs EL: 84.1 pbs SED: 62.8 pbs (2024 Dashboard) **Scope:** LEA-wide	To meet the unique needs of EL and SED students, new teachers with robust induction training are prepared to identify those needs and implement effective, differentiated instruction, resulting in positive student outcomes. All students deserve teachers who are full-credentialed and who have had time and guidance in reflecting on their teaching practices.	1.1 Academic Indicator: English 1.2 Academic Indicator: Math 1.3 Academic Indicatore: Science 1.4 Implementation of State Academic Standards 1.5 Teacher Assignments 1.12 English Learner Progress
1.9	**Action:** Academic Enrichment **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	Enriching activivies 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. 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	1.6 Standards Aligned Curriculum 1.7 A Broad Course of Study 1.8 Pupil Outcomes 1.12 English Learner Progress

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students in learning and increase student outcomes. **Scope:** LEA-wide	unduplicated students.	
1.10	**Action:** Transitional Kinder Expansion and Full Day Kindergarten Support **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. **Scope:** Schoolwide	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. 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. It is provided on a school-wide basis as we have four elementary schools that include TK and K programs.	1.11 Transitional Kinder expansion and full day Kinder support
2.1	**Action:** Academic Multi-Tiered System of Supports **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. ELA Overall: 11.1 points below standard (pbs) EL: 48.3 pbs	All elementary sites have a need for Tier 2 and Tier 3 intervention in both reading and math. 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.	2.1 Academic Indicator: ELA 2.2 Academic Indicator: Math 2.4 Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED 20.9 pbs Math Overall: 44 pbs EL: 84.1 pbs SED: 62.8 pbs (2024 Dashboard) **Scope:** LEA-wide		
2.2	**Action:** Credit recovery, remediation, and learning loss mitigation **Need:** Based on our academic data, it is evident that our EL and SED students are behing academically and will benefit from credit recovery, remediation, and targeted programs to address learning gaps and ensure they reach their full potential. ELA Overall: 11.1 points below standard (pbs) EL: 48.3 pbs SED 20.9 pbs Math Overall: 44 pbs EL: 84.1 pbs SED: 62.8 pbs (2024 Dashboard) **Scope:** LEA-wide	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.	2.1 Academic Indicator: ELA 2.2 Academic Indicator: Math 2.4 Graduation Rate
3.1	**Action:** Student Safety	Small class sizes and regularly updated support systems create a safe and nurturing environment	3.2 California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 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. **Scope:** LEA-wide	for EL and low-income students. This focused attention allows them to excel by addressing their individual needs. 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.	
3.3	**Action:** Transportation **Need:** 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. **Scope:** LEA-wide	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. 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 cover the routes needed by our families, expanding as needed.	3.4 Transportation
3.4	**Action:** Technology Infrastructure **Need:**	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	3.5 Technology Infrastructure

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
	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. **Scope:** LEA-wide	support and varied approaches so that students can better mastery concepts. By staying on top of the technology needs of the District, we ensure all our teachers and students, inlcuding 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.	

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
2.3	**Action:** English Learner Development **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. **Scope:** Limited to Unduplicated Student Group(s)	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.	2.1 Academic Indicator: ELA 2.2 Academic Indicator: Math 2.4 Graduation Rate 2.9 English Learner Progress

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$55,848,337	4,914,353	8.799%	0.000%	8.799%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$51,684,600.00	$9,477,117.00	$6,343,695.00	$2,611,996.00	$70,117,408.00	$64,967,793.00	$5,149,615.00

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	$152,917.00	$950,309.00	$410,836.00	$650,309.00		$42,081.00	$1,103,226.00	
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	$695,763.00	$0.00	$695,763.00				$695,763.00	
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	$388,108.00	$105,869.00	$493,977.00				$493,977.00	
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	$895,827.00	$27,500.00	$923,327.00				$923,327.00	
1	1.6	Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,426,220.00	$350,073.00	$1,426,220.00	$299,689.00		$50,384.00	$1,776,293.00	
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	$121,335.00	$121,335.00				$121,335.00	

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	$51,760,996.00	$0.00	$38,136,431.00	$5,418,164.00	$6,343,695.00	$1,862,706.00	$51,760,996.00	
1	1.9	Academic Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$571,449.00	$237,014.00	$342,249.00	$466,214.00			$808,463.00	
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	$815,421.00	$0.00	$627,851.00	$187,570.00			$815,421.00	
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	$522,208.00	$6,127.00	$6,127.00			$522,208.00	$528,335.00	
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	$1,816,894.00	$791,197.00	$1,245,373.00	$1,362,718.00			$2,608,091.00	
2	2.3	English Learner Development	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	ongoing	$271,344.00	$357,284.00	$554,319.00			$74,309.00	$628,628.00	
2	2.4	Special Education Services	Students with Disabilities	No			All Schools	ongoing	$0.00	$14,246.00	$14,246.00				$14,246.00	
2	2.5	Mental and Behavioral Health Services -- Multitiered System of Supports	All	No			All Schools	ongoing	$749,070.00	$0.00		$688,762.00		$60,308.00	$749,070.00	
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	$544,175.00	$181,561.00	$725,736.00				$725,736.00	
3	3.2	Facilities	All	No			All Schools	ongoing	$1,238,762.00	$734,000.00	$1,972,762.00				$1,972,762.00	
3	3.3	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,564,780.00	$412,443.00	$2,977,223.00				$2,977,223.00	
3	3.4	Technology Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$422,687.00	$854,980.00	$999,391.00	$278,276.00			$1,277,667.00	
4	4.1	Staffing	All	No			Specific Schools: East Stanislaus Continuation High School 10-12	ongoing	$119,738.00	$5,677.00		$125,415.00			$125,415.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$55,848,337	4,914,353	8.799%	0.000%	8.799%	$11,561,161.00	0.000%	20.701 %	**Total:**	$11,561,161.00
								LEA-wide Total:	$10,378,991.00
								Limited Total:	$554,319.00
								Schoolwide Total:	$627,851.00

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	$695,763.00	
1	1.4	Central Office Coordination of Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$493,977.00	
1	1.5	College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Oakdale Junior High, Oakdale High School 7-12	$923,327.00	
1	1.6	Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,426,220.00	

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	$121,335.00	
1	1.9	Academic Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$342,249.00	
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	$627,851.00	
2	2.1	Academic Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,127.00	
2	2.2	Credit recovery, remediation, and learning loss mitigation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,245,373.00	
2	2.3	English Learner Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$554,319.00	
2	2.5	Mental and Behavioral Health Services -- Multitiered System of Supports				All Schools		
3	3.1	Student Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$725,736.00	
3	3.3	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,977,223.00	
3	3.4	Technology Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$999,391.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$67,940,001.00	$73,883,476.00

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	1,105,712	1,242,430
1	**1.2**	Facilitation and Support of Professional Learning Communities	Yes	11,434.00	11,434
1	**1.3**	Systemic Support of Dynamic Instruction	Yes	706,508	728,055
1	**1.4**	Central Office Coordination of Curriculum and Instruction	Yes	504,173	499,782
1	**1.5**	College Readiness	Yes	952,405	936,674
1	**1.6**	Career Readiness	Yes	1,849,088	2,265,658
1	**1.7**	New Teacher Support	Yes	176,841	121,335
1	**1.8**	Hire and Maintain Highly Qualified Staff	No	50,694,501	53,954,969
1	**1.9**	Academic Enrichment	Yes	622,642	829,639
1	**1.10**	Transitional Kinder Expansion and Full Day Kindergarten Support	Yes	691,481	793,662
2	**2.1**	Academic Multi-Tiered System of Supports	Yes	544,491	546,343

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	**2.2**	Credit recovery, remediation, and learning loss mitigation	Yes	2,455,482	2,325,280
2	**2.3**	English Learner Development	Yes	639,749	661,108
2	**2.4**	Special Education Services	No	10,258	14,246
2	**2.5**	Mental and Behavioral Health Services -- Multitiered System of Supports	Yes	333,722	595,141
2	**2.6**	Suspension Rates	No	0	0
3	**3.1**	Student Safety	Yes	724,589	690,761
3	**3.2**	Facilities	No	1,981,149	2,006,697
3	**3.3**	Transportation	Yes	3,000,550	4,165,697
3	**3.4**	Technology Infrastructure	Yes	798,387	1,367,586
4	**4.1**	Staffing	No	136,839	126,979

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,931,380	$11,581,797.00	$12,688,018.00	($1,106,221.00)	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	410,836	401,836		
1	1.2	Facilitation and Support of Professional Learning Communities	Yes	11,434	11,434		
1	1.3	Systemic Support of Dynamic Instruction	Yes	706,508	728,055		
1	1.4	Central Office Coordination of Curriculum and Instruction	Yes	504,173	499,782		
1	1.5	College Readiness	Yes	952,405	929,847		
1	1.6	Career Readiness	Yes	1,500,203	1,461,635		
1	1.7	New Teacher Support	Yes	176,841	121,335		
1	1.9	Academic Enrichment	Yes	347,424	357,181		
1	1.10	Transitional Kinder Expansion and Full Day Kindergarten Support	Yes	511,936	590,593		
2	2.1	Academic Multi-Tiered System of Supports	Yes	6,133	6,127		
2	2.2	Credit recovery, remediation, and learning loss mitigation	Yes	1,206,981	1,234,298		
2	2.3	English Learner Development	Yes	568,762	590,121		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.5**	Mental and Behavioral Health Services -- Multitiered System of Supports	Yes	154,635	0		
3	**3.1**	Student Safety	Yes	724,589	690,761		
3	**3.3**	Transportation	Yes	3,000,550	4,165,697		
3	**3.4**	Technology Infrastructure	Yes	798,387	899,316		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$55,533,011	$4,931,380	0	8.880%	$12,688,018.00	0.000%	22.848%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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 the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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