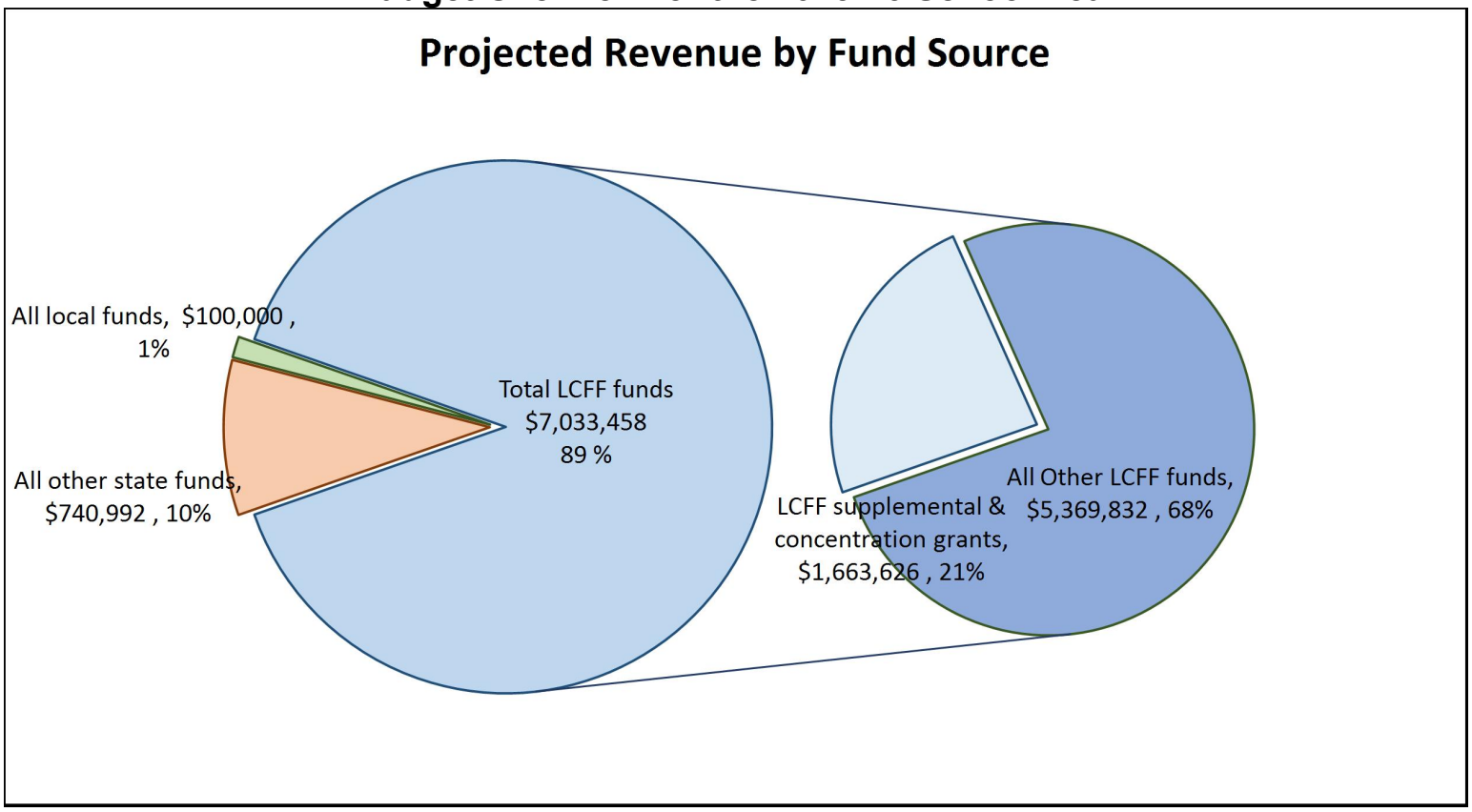
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vallejo Charter School (Vallejo City Unified School District)
CDS Code: 48705810115469
School Year: 2025-26
LEA contact information:
Heather Topacio
Assistant Superintendent Educational Services
htopacio@vcusd.org
(707) 556-8921

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

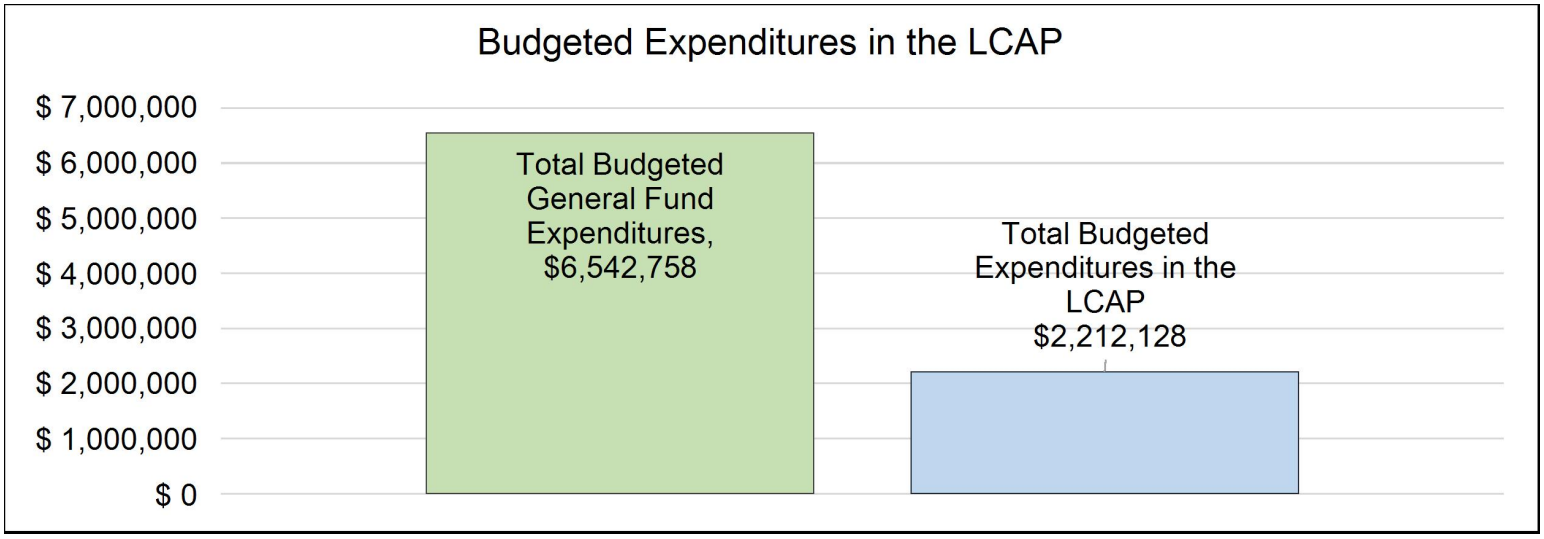


This chart shows the total general purpose revenue Vallejo Charter School (Vallejo City Unified School District) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vallejo Charter School (Vallejo City Unified School District) is $7,874,450, of which $7,033,458 is Local Control Funding Formula (LCFF), $740,992 is other state funds, $100,000 is local funds, and $0 is federal funds. Of the $7,033,458 in LCFF Funds, $1,663,626 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 Vallejo Charter School (Vallejo City 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: Vallejo Charter School (Vallejo City Unified School District) plans to spend $6,542,758 for the 2025-26 school year. Of that amount, $2,212,128 is tied to actions/services in the LCAP and $4,330,630 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

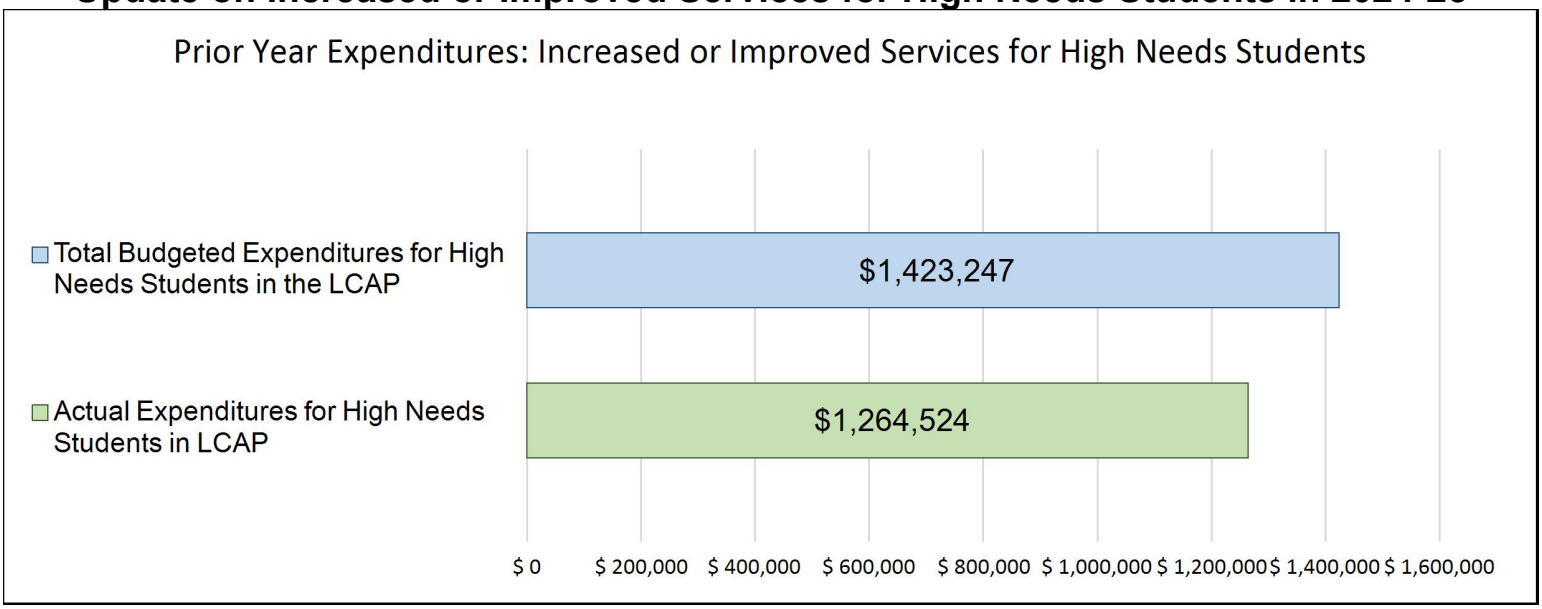
General Fund Budget Expenditures for the 2025-2026 school year that are not listed in the Local Control Accountability Plan include personnel salaries that provide direct and support services to students, instructional and office supplies, lease costs, operational costs, and indirect costs.

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

In 2025-26, Vallejo Charter School (Vallejo City Unified School District) is projecting it will receive $1,663,626 based on the enrollment of foster youth, English learner, and low-income students. Vallejo Charter School (Vallejo City Unified School District) must describe how it intends to increase or improve services for high needs students in the LCAP. Vallejo Charter School (Vallejo City Unified School District) plans to spend $1,848,404 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 Vallejo Charter School (Vallejo City 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 Vallejo Charter School (Vallejo City 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, Vallejo Charter School (Vallejo City Unified School District)'s LCAP budgeted $1,423,247 for planned actions to increase or improve services for high needs students. Vallejo Charter School (Vallejo City Unified School District) actually spent $1,264,524 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $158,723 had the following impact on Vallejo Charter School (Vallejo City Unified School District)’s ability to increase or improve services for high needs students:

VCS utilized one-time funds with timely deadlines for activities to address our high needs students as opposed to LCAP resources. In response to input from the VCUSD Educational Partners, VCS will continue to leverage all resources in 2025-2026 to provide differentiated support for high needs students to address academic and social emotional needs as well as increase engagement. Actions include but are not limited to additional staffing, professional development for staff, materials and contracted services.

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
Vallejo Charter School (Vallejo City Unified School District)	Heather Topacio Assistant Superintendent Educational Services	htopacio@vcusd.org (707) 556-8921

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.

Vallejo Charter School (VCS) is located in Vallejo, California, a waterfront city in Solano County. Vallejo, California is in the San Francisco Bay Area and the largest in Solano County. It is the tenth most populous city in the San Francisco Bay Area and the largest in Solano County, 30 miles north of San Francisco and 16 miles south of Napa. Vallejo Charter School is a dependent charter within the Vallejo City Unified School District (VCUSD). Founded in 2007, VCS continues to serve the diverse residents of Solano County and neighboring counties in grades K-8. Vallejo Charter School embraces diversity and inspires excellence and engagement in education and the arts, while encouraging the natural curiosity and critical thinking of all students and staff; challenging them to create transformative footprints in our world.

Vallejo Charter School serves 411 students in transitional kindergarten through eighth grade. Representative of the city in which they live, students bring to school with them various backgrounds. The ethnic breakdown of the student population is 50.3% Hispanic, 21.2% African American, 10.9% Filipino, 8.5% white, and 9.1% other student groups including Asian, Native American, and Pacific Islander. 20% of students are Multi-Lingual/ English Language Learners and approximately 75.6% of the students are low income. Approximately 22 classified staff and 25 teachers work to educate students. To support students' academic, social, and emotional development, services include: Special Education and accommodations (IEP & 504), Student Success Team (SST), English Language Development (ELD), a school psychologist, speech therapist, Mental Health Support Provider, and Academic Support Provider (ASP).

As a district dependent charter, Vallejo Charter School is an EL Education (EL) partner school, formerly known as Expeditionary Learning/Outward Bound. EL schools are based on 5 Education Core Practices: Curriculum, Instruction, Assessment, Culture and Character,

and Leadership. EL Education has three dimensions of student achievement: Mastery of Knowledge and Skills, Character, and High-Quality Student Work. The national network of EL schools number more than 150 schools, 4,000 teachers, and 45,000 students. Visual and Performing arts is an integral component of education at VCS since it's inception. All students receive an hour a week in each art form: visual art, and performance art. Vallejo Teaching Artists develop units of study that are integrated with students' curriculum learning in English Language Arts, Science and Social Science.

VCS provides the same core subjects as other schools in the district: English Language Arts, Mathematics, Science, and Social Science, however at VCS our core curriculum at each grade level consists of four modules each of which is broken into 3 units that progress from building back ground knowledge, to researching the subject, and finally producing a culminating product which is presented to an authentic audience. integrates social science and science standards. All modules address social justice issues and are designed to engage students in serious, thought -provoking lessons.

The Vallejo parents and community are involved in the schools and take an active role in participating through volunteer opportunities, providing feedback, and participation in meetings, workshops and events. At every school, there are systems for parents/guardians to provide input and hold leadership roles through School Site Councils, English Learners Advisory Committees, the African American Parent Network, and Instructional Leadership Team (ILT). VCS staff (certificated, classified, and management) are also active members of these groups.

Reflections: Annual Performance

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

Based on a review of the 2023 California Dashboard and local data outcomes for 2023-2024, Vallejo Charter School has identified the areas of growth, current progress, and next steps:

Academic Performance:

English Language Arts
2023 California Dashboard Overall Academic Performance for English Language Arts -
Vallejo Charter was designated in the Orange performance level overall on the California Dashboard in English Language Arts (ELA). This is similar to the results from the 2022 Dashboard. ELA performance declined 3.77 points with 25.41% of students meeting or exceeding the standard on the California Assessment of Student Performance and Progress (CAASPP) for ELA in 2022-2023 compared to 32.25% in 2021-2022.

2024 California Dashboard Overall Academic Performance for English Language Arts -
Vallejo Charter was designated in the Red performance level overall on the California Dashboard in English Language Arts (ELA). This is below 2023 Dashboard. ELA performance declined 8.1 points with 21.64% of students meeting or exceeding the standard on the California Assessment of Student Performance and Progress (CAASPP) for ELA in 2023-2024 compared to 35.41% in 2022-2023.

Local Data as a predictor for CAASPP: Northwest Evaluation Association (NWEA) Measures of Progress (MAP) - Assessment for English Language Arts-
The Fall baseline for 2023-2024 was 26.8%. In Quarter 3, VCS demonstrated an overall performance level of 27.3% who met or exceeded the standard.
The Fall baseline for 2024-25 was 20%. Spring results showed 19% of students meeting or exceeding the standard. 25% were approaching the standard.

Mathematics
2023 California Dashboard Overall Academic Performance for Mathematics -
In the area of Mathematics, VCS was designated in the Orange performance level overall on the California Dashboard in Mathematics. This is similar to the results from the 2022 Dashboard. Mathematics performance declined 2.27 points with 16.13% of students meeting or exceeding the standard on the CAASPP for Math in 2022-2023 compared to 23.60% in 2021-2022.

2024 California Dashboard Overall Academic Performance for Mathematics -
In the area of Mathematics, VCS was designated in the Red performance level overall on the California Dashboard in Mathematics. Mathematics declined from the 2023 Dashboard. Mathematics performance declined 5.9 points with 13.86% of students meeting or exceeding the standard on the CAASPP for Math in 2023-2024 compared to 16.13% in 2022-2023.

2023-2024 Local Data as a predictor for 2024 CAASPP: Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Assessment for Mathematics -
The Fall baseline for 2023-2024 was 14.4%. In Quarter 3, VCS demonstrated an overall performance of 18.8% who met or exceeded the standard.

2024-25 Local Data as a predictor for 2024 CAASPP: Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Assessment for Mathematics -
The Fall baseline for 2024-25 was 20% In Quarter 4 VCS maintained with 20% meeting or exceeding standard in Spring 2025

English Learner (EL) Progress
2023 California Dashboard Overall Academic Performance for English Learner Progress -
While VCS saw a decline in English Learner progress on the English Language Proficiency Assessments for California (ELPAC) between 2021-2022 (42.9% making progress towards English Language proficiency) and 2022-2023 (31.5%), VCS did see an increase in the percentage of students who met the Well Developed level at 16.50% in 2022-2023 which is almost 1.0% increase from 2021-2022 (15.57% Well Developed).

2023-2024 Local Data as a predictor for 2024 English Learner Progress: Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Assessment for English Language Arts-
The Fall baseline for 2023-2024 was 7.7%%. In Quarter 3, VCS demonstrated an overall performance of 11.0% of English Learners who met or exceeded the standard.

2024-25 Data on the Dashboard is not available.

Local Indicator: Implementation of Academic Standards - The standard was met.

Current Practices to Impact Academic Performance and Next Steps :
In August 2023, the Superintendent set the expectation of a shared focus for the 2023-2024 school year. VCUSD would prioritize all students reading on grade level by third grade. To ensure all teachers receive continuous professional development, VCUSD executed Year 1 "Building Expertise," of the 2023-2024 VCUSD Professional Learning Plan. VCS teachers and instructional leadership participated in on-going training provided by CORE Learning grounded in the science of reading and literacy across content areas. VCS also provided an EL Education coach and designer to provide on site training for teachers. Many VCS staff also attended multi-day conferences through EL Education to learn more about expeditionary learning. Utilizing a common weekly professional learning time, full professional learning days in August 2023, October 2023, January and February 2024, all teachers were provided access to effective strategies to inform their practice. Teachers of students in the primary grades received additional support from CORE trainers to provide in-class coaching and site leadership with feedback and next steps.

Throughout the year, VCS utilized the VCUSD Instructional Priorities framework for ELA and Math and the VCUSD Social Emotional Learning Priorities framework refined in 2022-2023 to engage in equitable, coherent, data-driven monitoring practices to improve the culture of continuous improvement. Site leadership participated in multiple district-wide sessions of learning walks focused strictly on how students were demonstrating their learning in the classroom. Site leadership team utilized a district aligned walkthrough tool as well as EL walkthrough tools to collect evidence of effective practices. The 2024-2025 VCS LCAP will continue actions to support continuous professional learning and district as well as site focused walkthroughs. VCUSD will enter Year 2 "Expanding Expertise" of the Professional Learning Plan. In addition to continued focus around literacy across the content areas, mathematics training will be supported through CORE Learning and VCUSD experts. For 2024-2025, the VCS LCAP will include actions to impact the College and Career indicator around support structures as well as enhanced options for college and career preparation will be provided in the LCAP plan to ensure students are prepared for next steps after high school.

Academic Engagement:

Chronic Absenteeism
2023 California Dashboard Overall Academic Performance for Chronic Absenteeism -
In terms of Academic Engagement, the Chronic Absenteeism indicator was designated in the Yellow performance level and declined 7.0% with 42.4% of students reported as chronically absent compared to 49.4% in 2021-2022.

2024 California Dashboard Overall Academic Performance for Chronic Absenteeism -
In terms of Academic Engagement, the Chronic Absenteeism indicator was designated in the Yellow performance level and declined 6.8% with 35.6% of students reported as chronically absent compared to 42.4% in 2022-2023.

2023-2024 Local Data as a predictor for 2024 California Dashboard -
Local data through our student information system indicated chronic absenteeism was at 29.2% as of May 2024.
Local data through our student information system indicated chronic absenteeism was at the 25.7% as of May 2025.

Local Indicator: Access to a Broad Course of Study - The standard was met.

Current Practices to Impact Academic Engagement and Next Steps:
In August 2023, the Superintendent set a second expectation of a shared focus for the 2023-2024 school year. VCUSD would prioritize that everyone attend school every day (all students and staff).

In 2023-2024, designated VCS staff (Mental Health Support Provider, Academic Support Provider, Principal and other site leaders) participated in school site CARE team meetings to share data on students with attendance issues and support the site in their attendance intervention plan to increase daily attendance and decrease chronic absenteeism. Strategies around daily attendance and interventions to reduce chronic absenteeism are addressed through overall proactive measures and targeted interventions in the 2024-25 LCAP plan. The 2024-2025 LCAP will address target measures to ensure all student groups and all school sites have actions and resources to ensure students are successful and prepared to move on to high school.

In 2025-2026 ,designated Vallejo Charter School (VCS) staff ncluding the Mental Health Support Provider, Academic Support Provider, Principal, Child Welfare Liaison, and other site leaders—participated in school site CARE team meetings to share data on students experiencing attendance challenges. These meetings supported the development and implementation of site-specific attendance intervention plans aimed at increasing daily attendance and reducing chronic absenteeism. Strategies to promote consistent attendance and address chronic absenteeism are integrated into the 2024–2025 Local Control and Accountability Plan (LCAP) through both proactive schoolwide measures and targeted interventions. The 2024–2025 LCAP also outlines specific goals and resource allocations to ensure that all student groups across all school sites receive the support they need to be successful and prepared for high school.

Climate:
2023 California Dashboard Overall Academic Performance for Suspension Rate -
The Suspension Rate indicator for VCS overall was designated in the Red performance level. The suspension rate increased 7.5% with 12.2% of students suspended at least one day.
Climate:
2024 California Dashboard Overall Academic Performance for Suspension Rate The Suspension Rate indicator for VCS overall was designated in the Red performance level. The suspension rate increased .5% with 12.7% of students suspended at least 1 day.

2023-2024 Local Data as a predictor for 2024 California Dashboard -
Local data through our student information system indicated the suspension rate 13.6% as of May 2024.

2024-25 Local Data as a predictor for the 2025 California Dashboard-
Local data through our student information system indicated the suspension rate was 4.71% as of May 2025 which is more than half of 2023.

All local indicators noted in the California Dashboard related to Climate for 2022-2023 were identified as “Standard Met.”

Current Practices to Impact Climate and Conditions and Next Steps:

VCS has provided training and coaching around the EL Education Crew model as well as on-going work around Positive Behavior Interventions and Supports (PBIS) and other interventions need to continue in order for all student groups to see an equitable decline. VCS has developed actions in the 2024-2025 LCAP around enhancing Positive Behavior Interventions and Supports to implement the revised VCUSD PBIS: Response to Behavior Handbook which provides a menu of proactive ways to re-engage students and alternative means for correction. Site-based schoolwide actions aligned to the VCUSD Social Emotional Learning priorities are also indicated in Goal 2 and Goal 3 of the VCS 2024-2025 LCAP plan.

VCS understands the fact that while progress was made in several areas of the 2023 California Dashboard, VCS must continue to build upon coherent efforts that contributed to this growth.
The following overall indicators for Vallejo Charter School that received the lowest performance level (Red) on the 2024 California Dashboard are English Learner Progress and Suspension Rate.

The following student groups within the LEA that received the lowest performance level on one or more state indicators on the 2024 Dashboard include:
African American for English Language Arts, Mathematics and Suspension Rate
English Learners for English Language Arts, English Learner Progress, Chronic Absenteeism, Math and Suspension Rate
Hispanic for English Language Arts, Math and Suspension Rate
Socioeconomically Disadvantaged for English Language Arts Mathematics and Suspension Rate
Students with Disabilities for Suspension Rate

Based on California Dashboard results as well as formative data collected during the 2023-2024 school year indicate that VCS must continue to identify, evaluate and refine the District multi-tiered system of support. Specific actions tied to district-wide student groups with low performance, actions to address specific schools with low performance indicators, and actions specific for schools student groups with low performance on the California Dashboard will be indicated in the LCAP plan. Ensuring that all students receive equitable instruction, relevant supports and effective interventions will remain a priority as evidenced by actions in the 2024-2025 LCAP.

Learning Recovery Emergency Block Grant Funding

Beginning in 2025-2026 VCS will utilize remaining Learning Recovery Emergency Block Grant (LREBG) funds to provide evidence-based interventions that reinforce as well as enhance the VCS Multi-Tiered System of Support. LREBG dollars will support a portion of each of the following actions:

LCAP Action 3.1 (Multi-Tiered Systems of Support for Academics, Attendance and Behavior) - In 2025-2026, VCS will utilize LREBG funds to accelerate progress to close learning gaps for students who are struggling with grade level skills. This activity is aligned to EC Section 32526(c)(2), Items B (tutoring). Funds will provide necessary staffing and services to address students needs through during-the-school-day interventions and expanded learning offerings.

Through a comprehensive needs assessment, VCS analyzed multiple sources of data to determine the above focus including 2024 California Dashboard data, student scores in ELA and Mathematics on the CAASPP, and VCUSD local progress monitoring measures: NWEA MAP for both ELA and Math, Student Analytics for summary information, and ESGI scores for early literacy progress.

According to the 2024 California Dashboard, VCS progress declined 8.1 points to the very low “red” level in ELA with four specific student groups also at that level: African American, English Learners, Hispanic, and Socioeconomically Disadvantaged student groups. Individual student ELA CAASPP scores indicate that while percentages of struggling students are higher with those student groups, additional support is needed across VCS. 2024-2025 NWEA data indicates some positive projected growth with 33.7% of students meeting or exceeding standards. The early literacy scores available through the ESGI platform, compared to the same time period in the prior year show that students in the early grades are making significant strides towards meeting end of year targets.

In Mathematics, VCS had a "red" indicator on the 2024 California Dashboard with a 5.9 point decline. English Learners, Hispanic, and Socioeconomically Disadvantaged are scored at the very low or “red” level. During 2024-2025, local assessments through NWEA MAP show 15.6% of students are meeting or exceeding standards which is progress from 2023-2024 but requires ongoing support and attention.

Educational Partner input across all partner groups (staff, students, parents and community members) indicates that providing intentional, individualized and small group supports that allow students to stay at grade level and graduate is a top priority. VCS will prioritize LREBG resources to continue the focus on early literacy interventions to maintain that positive trajectory in ensuring students are reading on grade level by third grade. Additional tutoring supports will be allocated to older students who need literacy skill acceleration. With the focus on a new math adoption in 2025-2026 at the elementary level, additional mathematics supports will be prioritized for the older grades with a strong emphasis on preparing students for high school level mathematics.

LCAP Action 3.4 (Targeted Supports for School Climate) - In 2025-2026, VCUSD will utilize LREBG resources to increase preventative supports to decrease suspensions and increase mental health resources for students. Additional staffing and/or services will provide coaching for adults, mentoring for students, and direct mental health and behavioral interventions to students in collaboration / consultation with parents and staff. These activities are aligned to EC Section 32526(c)(2), Item C (integrating pupil supports to address other barriers to learning). Funds will provide necessary staffing and services to address students needs through during-the-school-day interventions and expanded learning offerings.

Through a comprehensive needs assessment, VCS analyzed 2024 California Dashboard and VCUSD local progress monitoring measures through Student Analytics for current progress on student engagement and climate data.

According to the 2024 California Dashboard, VCS academic engagement improved with a decline in chronic absenteeism by 6.9%. The trend has continued in 2024-2025 with chronic absenteeism continuing to decline.. At 31.6% as of Spring 2025, VCS continues to identify strategies to increase positive student engagement and encourage daily attendance. The 2024 California Dashboard conditions and climate indicators show that the overall suspension rate for VCS increased with 12.7% of students suspended at least one day. In 2024-2025, VCS has seen a significant decline with 4.71% of students suspended at least one day as of Spring 2025 (Students Analytics Lab). All but two schools saw overall improvement between 2023 and 2024. Current year data the Students Analytics Lab shows that VCUSD's chronic absenteeism continues to improve with 31.6% as of Quarter 3 in 2024-2025. Early grades and high school grades see higher rates of chronic absenteeism. Overall suspension rate is also declining as of Quarter 3 in 2024-2025 at 3.86%. Suspensions are the highest at the middle school grades.

Educational partner engagement across all partner groups highlight the need for additional adult supports including mental health and wellness resources. VCS will direct these resources to support Tier 2 and Tier 3 interventions.

Reflections: Technical Assistance

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

Vallejo Charter School is eligible for Differentiated Assistance through California's system of support, a key aspect of California's accountability and continuous improvement system.

VCS qualified for Differentiated Assistance based the performance of five student groups who received the lowest status level on the California Dashboard in two or more state priority areas as follows:

English Learners (Priority 4 – Pupil Achievement, Priority 6 – Priority 6 – School Climate)

Socioeconomically Disadvantaged (Priority 4 – Pupil Achievement and Priority 6 – School Climate)

In January 2024, VCS was identified as a Differentiated Assistance school. In collaboration with Vallejo City Unified School District (VCUSD), VCS receives additional support from the Solano County Office of Education (SCOE). The Solano County Office of Education's technical assistance focuses on building the charter school's capacity to develop and implement actions and services responsive to their student and community needs and interests based on continuous improvement, coaching and support. Both agencies work with VCS to identify underlying causes, possible solutions, helpful resources or expertise, and methods for measuring the effectiveness of possible solutions.

SCOE provided technical assistance through a series of meetings with district and site leadership that took place in the second half of the 2024-2025 school year. VCUSD meets with VCS site leadership as part of the District Leadership Team to leverage strengths, address identified needs, and build capacity so that improvement can be sustained and measured over time.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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
VCS Community Crew (school wide crew)	VCS Community Crew, or school-wide crew had 3 school-wide assembly dates for 24-25 school year: These crew meetings always include a greeting, reading, initiative, and debrief. Grade level hosts are encouraged to utilize their authentic audience to present their work and learning, and families are often invited to attend either in-person or virtually. The debrief process captures successes and areas of need on both school-wide, and classroom-specific levels.
Vallejo Charter Staff	EL education's Dimensions platform houses a variety of measurement tools and systems. Through this platform, teachers, leaders, and students engage in regular self-evaluation via surveys that connect to implementation of the EL education model and curricula. Mid Year Review (MYR) which included staff and leader surveys, as well as walk-throughs collecting data on implementation of management tools and curriculum. These data are evaluated by the coaching team led by the EL consultant, and yield 3 next steps to implement prior to IR. Implementation Review was an extended version of the MYR and included the same elements. These tools yield a report that is then used to anchor EL Strategic Planning for the next year's professional learning. VCUSD LCAP Survey, Staff Google forms, qualitative discussions with consultants (CORE and EL), and SCOE reports are also utilized in this capacity.
VCS Community Partners	Parent surveys, questionnaires, and feedback forms are given at the classroom level during family-attended student led conferences twice a year. Teachers review family input with teaching partners and coaches, then raise parent voices/share trends with greater staff

Educational Partner(s)	Process for Engagement
	utilizing EL's Feedback circle protocol at staff meetings . LCAP engagement opportunities were extended through listening in session at parent/family nights.
VCS Charter Council	VCS Charter Council operates as a hub for LCAP supported discussion. This group is charged with upholding the VCS mission and Vision, as well as that of VCUSD. This group regularly engages in budget tracking, and uses stakeholder input from experts on site and off site: our teacher leaders, guest admin, teaching and leadership alumni, CCSA, parents, mental health support, and others. MEETING DATES: 2023: September 21, October 26, November 16 2024:January 25, February 22, March 21, April 25, May 30, and June 27 2025: January 23, February 20, March 20, April 17, May 15 , 22
English Learners Advisory Committee	Families of language learners were identified and invited via parent square, and VCS ELAC to present to families and invite stakeholder input. ELAC recommendations tracked in meeting minutes document. This group has continued informal conversations and filters them through the bilingual tutor who will often raise their concerns and questions to leadership. A VCS rep joined the DELAC in order to learn even more that can be brought back at the district level. This group represents our multilingual community, and can advise on use of funds and student needs. These essential partners collaborate to ensure fewer inequities, and build toward student success.
VCS Students	Student character and engagement surveys are given 3 times throughout the year (Fall, Winter, and Spring) through the EL Dimensions Platform for grade 3-8.
Consultants: EL Education and CORE	Expert coaches assist in helping VCS process its data and provide effective, targeted professional learning aligned with the school's goals. EL Education's School Designer is on site 20 days throughout the school year, scheduled approximately 2-3 days per month. EL Education provides professional learning, coaching, walkthrough tools, self evaluation instruments, and staff/student/leader surveys that explore character, mental health, belonging, and school needs. CORE coach visited 5 times through the year and again used data cited in LCAP metrics to discern the intentional next steps toward fully

Educational Partner(s)	Process for Engagement
	implemented goals. All partner consultants provided expert guidance and advising based on both quantitative and qualitative data. Reports from expert coaches: EL's Mid Year Review (MYR) EL's Implementation Review (IR) EL Strategic Planning for the 24-25 site-based goals and professional learning plan CORE reports

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

VCS has reviewed all of the Education Partner feedback to evaluate progress on 2023-2024 goals and actions, develop goals and actions for 2024-2045 as well as ensure implementation and effectiveness metrics are aligned to all goals and actions. In addition to the groups mentioned above, VCS has appreciated the collaborative efforts and critical-friend feedback from partnering organizations including but not limited to Vallejo City Unified School District leadership, Solano County Office of Education (SCOE) staff, and additional vendors that provide professional learning, in-classroom coaching and technical assistance. The collaborative conversations around the importance of building the 2024-2025 LCAP with coherence and intentionality have had a strong influence on plans to move student outcomes forward in a positive direction.

Educational Partner engagement has influenced the following areas of the 2024-2025 LCAP:

2024-2025 LCAP Broad Goals
In the fall of 2021, the Vallejo City Unified School District Board of Education requested that the District engage in a strategic planning process to provide focus and direction to the efforts to improve VCUSD. They asked that the plan be driven by community input, developed by community leaders, and focused on actionable goals that can be achieved in three years. Because this is the first strategic plan VCUSD has had in recent memory, some foundational and story gathering was necessary. The process began with listening conversations with the Board of Education to understand and capture their historical perspectives and lived experiences. The strategic planning process began by recruiting a Strategic Planning Action Committee (SPAC), which included diverse backgrounds, experiences, and perspectives. The group consisted of students, families, staff, and community members. The SPAC met virtually four times in 2021 and 2022 and analyzed multiple data sources. The team also had panel discussions which revealed a more nuanced picture of the District and schools within. Additionally, organizational performance indicators provided quantitative measures to inform the evaluation process was used to ensure our strategic plan maximized opportunities to achieve the District’s vision. The Vallejo City Unified School District Board of Education adopted the strategic plan in August 2022, with four focus areas: Equitable Opportunities, Equitable Outcomes, Safe and Supportive Learning Environments, Vibrant Culture of Teaching and Learning, and Community Centered Education. The approved plan also includes an updated vision, mission, and core beliefs and values. The four pillars serve as the basis of the 2024-2025 LCAP broad goals. Furthermore, the key descriptors of these pillars are aligned to the metrics of the VCUSD LCAP plan to ensure coherence between the expectations of the Governing Board and the actions of our school district.

Development of 2024-2025 LCAP Metrics and Target Outcomes
District Leadership (Executive Cabinet, Educational Services team, Site Principals, Site Vice Principals, Site Teacher Leaders) met at least once a month with school administrators as a District Leadership team to also review progress and set action steps for each quarter of the school year. On a quarterly basis, the Director of Data and Analysis and Assistant Superintendent of Teaching and Learning met with each school site to review site level data and establish targets for site level progress. As part of the continuous improvement process at both the district and school site level, additional interim (process and progress) metrics have been identified to provide a more focused monitoring of implementation and effectiveness towards meeting overall targets and district goals. These metrics utilize common district systems including but not limited to NWEA Map assessment data, Core assessment data, student information in Aeries, and 5Lab dashboards. Data analysis at the end of 2023-2024 will inform the 2024-2025 metrics for the 2024-2024 Vallejo Charter School LCAP.

Trends from Educational Partner Engagement input that inform 2024-2025 LCAP actions, metrics and expenditures:
VCS values educational partner feedback to help assess and evaluate the activities from the current school year and confirm priorities for 2024-2025. The input the educational partners provide is foundational to building the 2024-2025 LCAP. Overall the feedback provided reaffirmed the key priorities of the 2021-2024 VCUSD LCAP.

Several trends or overarching themes emerged across all of the educational partner input:
VCS staff, students, and families, all yearn for enhanced school-culture and more connection.
VCS stakeholders seek intentional and effective interventions for struggling students.
Perseverance, Accountability, Community and Kindness, along with character, and work habits are valued and seen as tools to strengthen community/culture.
Students and families want to see their campus beautified and better cared for.
The addition of our Bilingual tutor has helped multi-lingual families feel more connected to the school.
Restorative practices and attendance interventions are making kids and families feel supported and connected
Further structures for school-wide communication, tier 1-2 behavior interventions, and SST can be enhanced as next steps.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Vibrant Culture of Teaching and Learning (VCUSD Strategic Plan Pillar 3) - Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Vallejo Charter School will ensure teachers provide highly effective classroom instruction aligned to the VCUSD Instructional Priorities so that all students demonstrate the ability to read at grade level by third grade and master of qualities outlined in the VCUSD Portrait of a Graduate. These skills will be indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.	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 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As a dependent charter school, VCS has adopted the district's LCAP goals. This goal is aligned to Pillar 3 of the VCUSD Strategic Plan which is "Vibrant Culture of Teaching and Learning." Through this broad goal the Vallejo City Unified School District plans to support students leaving our system at grade twelve with the academic, social emotional, and life skills to be successful as they enter college and then a career or move straight to a career path. Therefore, actions support the implementation of a rigorous, engaging curriculum for all students, the purchase of technology to support teaching and learning, and targeted student supports informed by assessment and data. To support the success of these actions a Multi-Tiered System of Supports provides an organizational framework and professional learning is in place to ensure quality implementation. Expected outcomes are measured through State assessments, the quality of site level plans, graduation data, and course access and participation. Data is accessed through local systems, the California School Dashboard, and California Department of Education DataQuest.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers appropriately credentialed Source: VCUSD Human Resources database % "Clear" on Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalent (FTE) report Source: CA School Dashboard (Priority 1A)	100% of teachers appropriately credentialed Source: VCUSD Human Resources database 82.7% "Clear" on Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalent (FTE) report Source: CA School Dashboard, School Year 2022-2023	100% of teachers appropriately credentialed Source: VCUSD Human Resources database 66.6% "Clear" on Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalent (FTE) report Source: CA School Dashboard, School Year 2024-2025		100% of teachers appropriately credentialed Source: VCUSD Human Resources database 92.7% "Clear" on Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalent (FTE) report Source: CA School Dashboard, School Year 2025-2026	% of teachers with a "Clear" credential by Full-Time Equivalent (FTE): 16.1 percentage points below baseline
1.2	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home (Priority 1B) Source: CA School Dashboard	0% Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home from School Year 2022-2023	0% Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home from School year 2024-25		0% Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home from School Year 2025-2026	Target met for % Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
1.3	Scale level (initial, moderate or exemplary) that School & Teacher Leaders implement all	Level that School & Teacher Leaders implement all desired	Level that School & Teacher Leaders implement all		Level that School & Teacher Leaders implement all desired practice	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	desired practice criteria in Implementation Review Leader Survey, Section 1, Question 1.1 (Priority 2A) Source: EL Dimensions, Implementation Review Leader Survey, Section 1, Question 1.1: School and teacher leaders strategically select, enhance, or adapt curricula to ensure that it is standards-aligned and research-based, including (a) supported by research or evidence associated with student achievement, (b) aligned to learning standards, (c) sequenced to maximize opportunities for interdisciplinary connections, and (d) sequenced to ensure vertical alignment.	practice criteria: Moderate from School Year 2023-2024	desired practice criteria: from School Year 2024-2025		criteria: Moderate: Exemplary from School Year 2026-2027	
1.4	CAASPP English Language Arts (ELA) % Met/Exceeded Standards Specific Student Groups: English Learners (EL group in DataQuest)	CAASPP ELA 25.41 % Met/Exceeded Standards Specific Student Groups: English Learners: 4.55%	CAASPP ELA 21.64 % Met/Exceeded Standards Specific Student Groups:		CAASPP ELA 35.41 % Met/Exceeded Standards Specific Student Groups:	CAASPP English Language Arts (ELA): All Students: 3.77 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic CAASPP Math % Met/Exceeded Standards Specific Student Groups: Black or African American Socioeconomically Disadvantaged CAASPP Science % Met/Exceeded Standards (Priority 4A) Source: DataQuest	Hispanic: 21.53% CAASPP Math 16.13 % Met/Exceeded Standards Specific Student Groups: Black or African American: 6.95% Socioeconomically Disadvantaged: 13.22% CAASPP Science 13.08% Met/Exceeded Standards from School Year 2022-2023	English Learners:13.86 % Hispanic: 20.0% CAASPP Math 13.86 % Met/Exceeded Standards Specific Student Groups: Black or African American: 8.45% Socioeconomically Disadvantaged: 10.82 % CAASPP Science % 30.70 Met/Exceeded Standards from School Year 2023-2024		English Learners: 14.55% Hispanic: 31.53% CAASPP Math 26.13 % Met/Exceeded Standards Specific Student Groups: Black or African American: 16.95% Socioeconomically Disadvantaged: 23.22% CAASPP Science 23.08% Met/Exceeded Standards from School Year 2025-2026	English Learners: 9.31 percentage points above baseline Hispanic: 1.53 percentage points below baseline CAASPP Math: All Students: 2.27 percentage points below baseline Black or African American: 1.5 percentage points above baseline Socioeconomically Disadvantaged: 2.4 percentage points below baseline CAASPP Science: All Students: 17.62 percentage points above baseline
1.5	Distance Points From Standard in English Language Arts (ELA) Specific Student Groups: English Learners Hispanic Distance Points From Standard in Math Specific Student Groups:	Distance From Standard in English Language Arts (ELA) Specific Student Groups: English Learners: -94.8 points Hispanic: -73.8 points	Distance From Standard in English Language Arts (ELA) -71.1% Specific Student Groups: English Learners: -113.7 points		Distance From Standard in English Language Arts (ELA) Specific Student Groups: English Learners: -84.8 points Hispanic: -63.8 points	Distance from Standard – English Language Arts (ELA): All Students: 23.7 points above baseline English Learners: 18.9 points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Black or African American Socioeconomically Disadvantaged: (Priority 4A) Source: CA School Dashboard	Distance From Standard in Math Specific Student Groups: Black or African American: -146.4 points Socioeconomically Disadvantaged: -103.2 points from School Year 2022-2023	Hispanic: -83.4 points Distance From Standard in Math -100.1 Specific Student Groups: Black or African American: -129.4 points Socioeconomically Disadvantaged: -113.7 points from School Year 2023-2024		Distance Points From Standard in Math Specific Student Groups: Black or African American: -136.4 points Socioeconomically Disadvantaged: -93.2 points from School Year 2025-2026	Hispanic: 9.6 points below baseline Distance from Standard – Math: All Students: 3.1 points above baseline Black or African American: 17 points above baseline Socioeconomically Disadvantaged: 10.5 points below baseline
1.6	% NWEA Projected Proficiency Reading Specific Student Groups: English Learners Hispanic % NWEA Projected Proficiency Math Specific Student Groups: Black or African American Socioeconomically Disadvantaged: (Priority 2A) Source: Student Analytics Lab, 8.5 NWEA MAP Projected Scores Dashboard	33.2% NWEA Projected Proficiency Reading Specific Student Groups: English Learners: 3.8% Hispanic: 14.3% 16.7% NWEA Projected Proficiency Math Specific Student Groups: Black or African American: 10.3% Socioeconomically Disadvantaged: 11.9% from Midyear Assessment 2023-2024	33.99% NWEA Projected Proficiency Reading Specific Student Groups: English Learners: 7.5% Hispanic: 12.8% 14.94% NWEA Projected Proficiency Math Specific Student Groups: Black or African American: 10.29%		37.59% NWEA Projected Proficiency Reading Specific Student Groups: English Learners: 14.69% Hispanic: 32.15% 30.94% NWEA Projected Proficiency Math Specific Student Groups: Black or African American: 26.4%	NWEA Projected Proficiency – Reading: All Students: 0.79 percentage points above baseline English Learners: 3.7 percentage points above baseline Hispanic: 1.5 percentage points below baseline NWEA Projected Proficiency – Math: All Students: 1.76 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 11.76% from Midyear Assessment 2024-2025		Socioeconomically Disadvantaged: 27.3% from NWEA Spring Term 2026-2027	Black or African American: 0.01 percentage points below baseline Socioeconomically Disadvantaged: 0.14 percentage points below baseline
1.7	% of Kindergarten students that score 100% on CORE assessment E, blending CVC words % of Kindergarten students that know all letters and letter sounds % of 1st graders that meet the fluency target of 60 words per minute % of 2nd graders that meet the fluency target of 100 words per minute (Priority 2A) Source: ESGI database	45.45% of Kindergarten students that score 100% on CORE assessment E, blending CVC words 63% of Kindergarten students that know all letters and letter sounds 40.91% of 1st graders that meet the fluency target of 60 words per minute 7.69% of 2nd graders that meet the fluency target of 100 words per minute from School Year 2023-2024	90% of Kindergarten students that score 100% on CORE assessment E, blending CVC words 100% of Kindergarten students that can identify all uppercase letters and 99% identifying lowercase letters. 57% of 1st graders that meet the fluency target of 60 words per minute 36% of 2nd graders that meet the fluency target of 100 words per minute		55.45% of Kindergarten students that score 100% on CORE assessment E, blending CVC words 73% of Kindergarten students that know all letters and letter sounds 50.91% of 1st graders that meet the fluency target of 60 words per minute 17.69% of 2nd graders that meet the fluency target of 100 words per minute from School Year 2026-2027	% of Kindergarten students that score 100% on CORE assessment E, blending CVC words: 44.55 percentage points above baseline % of Kindergarten students that can identify all uppercase letters: 37 percentage points above baseline % of Kindergarten students that can identify all lowercase letters: 36 percentage points above baseline % of 1st grade students that meet

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: ESGI database			the fluency target of 60 words per minute: 16.09 percentage points above baseline % of 2nd grade students that meet the fluency target of 100 words per minute: 28.31 percentage points above baseline

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.

In Year 1, 80% of teachers were focused on obtaining clear credentials. 100% of students had access to standards-aligned instructional materials. Only a few teachers were able to implement the EL model curriculum in ELA with fidelity. The CAASPP data goals for Math and ELA were not achieved in 2023-24. With the starting point with CAASPP outcomes low, a path to improving outcomes for 2024-25 will be challenging for 2025-26. NWEA projected proficiency shows significant growth from the previous year. Kindergarten, 1st grade, and 2nd grade surpassed district targets for phonics fluency.

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.

Most of the allocated funds were expended as planned. However, some materials were not purchased as originally budgeted. This was due to a necessary reassessment of the effectiveness of existing materials already on hand. Additionally, a recalibration of site goals led to adjustments in resource needs, resulting in some planned expenditures being deferred or redirected to better align with updated site priorities and student needs.

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

The actions taken to date have been mostly effective in supporting progress toward the goal. While the majority of actions were implemented that contributed positively, the full impact of some strategies could not yet be measured due to delays in new material purchases. These

delays were intentional, allowing for a more data-informed approach based on the evaluation of existing resources and a realignment of site goals. This recalibration reflects a more strategic and needs-based deployment of resources, which is expected to enhance effectiveness moving forward.

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.

Reflections on prior practice has led to planning of strategic adjustments in actions and resource allocation to better align with updated site priorities and student needs. While the overall goal remains the same, some target actions and outcomes will be refined to focus more clearly on measurable student impact. Actions and metrics related to expenditures will be revised to align with site goals

Goal 1 actions have been revised as follows:
Action 1.1 - VCS has included 2 FTE teacher leaders position to support grades TK-8. One will focus on TK-5 and the other will support grades 6-8. Also an addition Support Teacher will be added to support six (4.5 FTE) additional Instructional Aides.

Metric 1.6- Data now reflects Midyear assessment outcomes, as spring data is not available at the time data is collected. Baseline and Expected Outcomes have been updated.

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	Professional Learning	This action describes the types of professional learning opportunities for certificated and classified staff that will support the instructional program in order to increase the numbers of low-income, English learner and foster youth students graduating college and/or career ready. Funds will be allocated for supplies, vendor services, extra services agreements to pay staff beyond the duty day, substitute costs, and salaries and benefits for contractual professional learning days. ased on reflections on prior implementation, Vallejo Charter School has made several targeted adjustments to better support student achievement, particularly for English Learners, Foster Youth, and low-income students. A key change will include 2 full-time (2.0 FTE) Teacher Leader positions to support grades TK–8. One will focus on TK-5 and the other will support grades 6-8.	$212,525.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.1.a. Teacher Leaders will provide leadership in curriculum implementation, effective instructional strategies, program assessment, and application of professional learning. This role is designed to ensure consistent instructional support across all grade levels and improve responsiveness to the needs of our most underserved student groups. Other actions have also been refined to enhance implementation fidelity and educator support: 1.1.b Professional Learning Costs: Additional investments will be made in high-quality training opportunities, with an emphasis on EL Education conferences and other relevant professional development aligned to school wide goals. 1.1.c Additional Coaching and Collaboration: Funding will support expanded coaching time, professional release days, and substitute coverage to ensure teachers can collaborate in grade-level teams and with the teacher leader for deeper instructional planning and reflection. 1.1.d Targeted ELA Coaching Support: VCS will partner with the VCUSD ELA team and EL along with other external experts to provide targeted support for subgroups with the lowest performance in English Language Arts. This includes structured walkthroughs, feedback sessions, and individualized coaching and/ or services. 1.1.e Targeted Math Coaching Support: Similar efforts will be implemented in mathematics through collaboration with the VCUSD Math team and other external coaches and/or services, focusing on low-performing subgroups and strategy implementation through job-embedded support. These refinements aim to provide more cohesive, equitable, and data-responsive systems of support, while ensuring that teacher professional growth translates into improved student outcomes.		

Action #	Title	Description	Total Funds	Contributing
1.2	EL Education Programming	To enhance learning for low-income students, VCS will continue the annual membership and services through EL Education, supporting a multidisciplinary, experiential approach to English Language Arts that integrates rigorous academic content with real-world experiences. 1.2.a EL Education Contract Vallejo Charter School will renew the annual Cooperation Agreement with EL Education (September–September), which includes services from a School Designer, annual membership dues, and access to professional learning through designated conference slots throughout the school year. 1.2.b Strategic Planning This action also supports strategic planning efforts by funding extra service agreements with associated benefits, as well as materials and meeting supplies. These resources will enable staff collaboration with the Site Leadership Team and EL Education personnel to develop, monitor, and revise strategic plan actions aligned to school improvement priorities and student outcome goals.	$51,700.00	Yes
1.3	Structured Early Literacy Program	Vallejo Charter School is committed to ensuring that all students are reading at grade level by the end of third grade. This action supports the implementation of a structured early literacy program rooted in research-based practices that target phonemic awareness, phonics, fluency, oral language, vocabulary, and comprehension in grades TK–3. A structured approach is essential to the academic success of all students, particularly unduplicated students. 1.3.a Additional Staffing This action provides for one (1) .50 part time Support Teacher The Support Teacher will support grades TK–5 by guiding and coaching Teacher Assistants in implementing effective, research-based literacy strategies. This coach will work closely with teachers to provide targeted support in areas such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Early Literacy Coach also will assist with planning and delivering small-group interventions, designated ELD instruction and will analyze student data to monitor progress, and ensure	$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		that instructional practices are aligned with the school's literacy goals. The coach will play a critical role in ensuring that students in the early grades receive the foundational skills necessary to become proficient readers. This action also provides for six (6) (4.5 FTE) Teaching Assistants: one assigned to each grade level in grades K–5—to support targeted literacy instruction and provide timely, data-driven intervention. These assistants will work closely with classroom teachers and the Early Literacy Coach to implement a structured literacy program, designated ELD instruction and address individual student needs as identified through assessment and ongoing progress monitoring. 1.3.b Supplemental Instructional Materials Funds will be used to purchase supplemental instructional materials, such as UFLI Foundations, that integrate with the school's adopted curriculum and enhance the structured literacy program by providing additional support where needed.		
1.4	Supplemental Learning Software	This action provides academic software that offers scaffolded entry points and differentiated learning pathways to support English Learners and low-income students in accessing grade-level standards and accelerating skill development. 1.4.a Supplemental Software Funds will cover the cost of software subscriptions that enhance instruction and provide personalized learning opportunities. Programs such as Newsela, IXL, Scholastic, Renaissance, and others will be used to support literacy, math, and content knowledge through interactive and adaptive platforms aligned to grade-level expectations.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Enhanced Arts Programming	This action provides funding to strengthen Vallejo Charter's visual and performing arts (VAPA) program, ensuring that low-income students—and specifically homeless youth, foster youth, and English Learners—have equitable access to a wide range of high-quality arts experiences that support creativity, cultural expression, and student engagement. 1.5.a Visual and Performing Arts Contracts VCS will contract with local visual and performing artists for TK and K to deliver 1 weekly arts class/seminar, with targeted inclusion of historically underserved student groups. These partnerships will also support twice-yearly student showcases. 1.5.b VAPA Specialists The school will employ four VAPA Specialists through the district to provide consistent, high-quality weekly instruction and support for grades 1-8. These district employees will help embed arts instruction into the school day, ensuring continuity, alignment with ELA curriculum, and equitable access to VAPA education and will facilitate extend learning opportunities beyond the school day.	$120,000.00	Yes
1.6	Curriculum Enrichment Programming	This action focuses on enhancing early literacy through specialized support and the integration of enrichment materials that provide students with additional learning opportunities. 1.6.a Curriculum Enrichment Materials Funds will be allocated for purchasing supplementary curriculum materials that complement and reinforce early literacy instruction. These materials will be used to enhance and personalize learning experiences, supporting students in developing essential reading and language skills. 1.6.b District Adopted ELA Curriculum Materials To prevent learning loss and address gaps in learning as new teachers from Mare Island Charter transition to the Expeditionary Learning (EL) model, Vallejo Charter School will purchase and implement district-adopted English Language Arts (ELA) curriculum materials. This curriculum and materials will provide a consistent, structured framework for teaching	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		literacy across all grade levels, ensuring that new teachers have the tools and resources they need to deliver high-quality, aligned instruction.		
1.7	21st Century Technology Environments	This action supports the maintenance and enhancement of 21st-century learning environments by ensuring that low-income, English Learner, and foster youth students have access to the technology and resources necessary for academic success. These improvements align with the VCUSD Technology Plan and aim to create an equitable, technology-rich environment for both students and staff. 1.10.a Maintenance and Enhancement of School Site Technology Funds will be used to purchase both hardware and software to maintain and enhance technology-based learning environments. This includes ensuring a ratio of at least one device per student at each school site and replacing aging devices to keep up with current technological needs. Ongoing investments will support the efficient use of technology for both learning and staff productivity. 1.10.b Library Media Technician A 1.0 FTE Library Media Technician will be employed to facilitate student and staff access to textbooks, technology and library media resources. This role will help ensure seamless integration of technology in the learning environment and provide essential support for maintaining and utilizing technology across the school sites. 1.10.c 21st Century Materials, Supplies and/or Furniture To support student learning and the Portrait of a Graduate, Vallejo Charter School will purchase flexible classroom materials, supplies equipment and/or furniture that promotes collaboration, focus, and engagement. Ergonomic chairs and moveable tables will support small group instruction, project-based learning, and targeted interventions, especially in high-needs classrooms. These upgrades will help students build 21st-century skills like communication, critical thinking, and teamwork. By creating a 21st-century learning environment for 21st-century learners, we aim to improve academic outcomes and overall student success, measured through engagement surveys, observations, and achievement data.	$400,010.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Safe and Supportive Learning Environments (VCUSD Strategic Plan Pillar 2) - Vallejo City Unified School District will provide equitable, responsive strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing daily attendance, culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As a dependent charter school, VCS has adopted the district's LCAP goals. This goal is aligned to Pillar 2 of the VCUSD Strategic Plan which is "Safe and Supportive Learning Environments". Through this broad goal the Vallejo City Unified School District plans to support the mental, social emotional, and physical health of students and staff through enhanced learning environments. Therefore, actions support enhanced culture and climate, facilities improvements, physical safety, wellness, adequate and quality staffing, additional services for targeted student groups, student enrichment activities, extracurricular activities, and student attendance. To support success, a Multi-Tiered System of Support that provides an organizational structure and professional learning for staff is in place to ensure quality implementation. Expected outcomes are measured through campus walkthroughs with Solano County staff, student data collected through the District student information system, the California School Dashboard, and California Department of Education data collection systems.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	0 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	0 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And		0 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And	Target met for: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 1C) Source: CA School Dashboard	Report Year 2022-2023	Extreme Deficiencies) Report Year 2024-2025		Extreme Deficiencies) Report Year 2025-2026	Deficiencies And Extreme Deficiencies)
2.2	% Average daily attendance (Priority 5A) Source: Student Analytics Lab	91.66% Average daily attendance School Year 2023-2024	92.01% Average daily attendance School Year 2024-2025		94% Average daily attendance School Year 2026-2027	0.35 percentage points above standard
2.3	% of Students chronically absent Specific Student Groups: English Learners (Priority 5B) Source: CA School Dashboard and Student Analytics Lab	42.4% of Students chronically absent Specific Student Groups: English Learners: 55.1% Source: CA School Dashboard Report Year 2022-2023 29.4% of Students chronically absent Specific Student Groups: English Learners: 32.9% Source: Student Analytics Lab Trimester 3 School Year 2023-2024	% of Students chronically absent Specific Student Groups: English Learners: 43.5% Source: CA School Dashboard Report Year 2023-2024 25.7% of Students chronically absent Specific Student Groups: English Learners: 23.1% Source: Student Analytics Lab Trimester 3 School Year 2024-2025		32.4% of Students chronically absent Specific Student Groups: English Learners: 45.1% Source: CA School Dashboard Report Year 2025-2026 19.4% of Students chronically absent Specific Student Groups: English Learners: 22.9% Source: Student Analytics Lab Trimester 3 School Year 2026-2027	% of students chronically absent: 1.1 percentage points above baseline % of English Learners chronically absent: 11.6 percentage points below baseline Source: CA School Dashboard: % of students chronically absent: 3.7 percentage points below baseline % of English Learners chronically absent: 9.8 percentage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						points below baseline Source: Student Analytics Lab
2.4	% of Middle School (7th and 8th grade) students who have dropped out of school (Priority 5C) Source: CALPADS and Student Analytics Lab, measured by CALPADS 1.14 report, and student counts from Student Analytics Lab of students who exited at the end of the academic year two years prior or exited during the prior academic year.	0.9% of Middle School (7th and 8th grade) students who have dropped out of school School Year 2022-2023	0% of Middle School (7th and 8th grade) students who have dropped out of school School Year 2024-2025		0% of Middle School (7th and 8th grade) students who have dropped out of school School Year 2025-2026	0.9 percentage points below baseline
2.5	% of Middle School students at risk for dropout: chronically absent, has a suspension, and low performance on NWEA reading score (Priority 5D) Source: Student Analytics Lab data	7.32% of Middle School students at risk for dropout: chronically absent, has a suspension, and low performance on NWEA reading score School Year 2023-2024	6.0% of Middle School students at risk for dropout: chronically absent, has a suspension, and low performance on NWEA reading score School Year 2024-2025		Target is to decrease rate by half: 3.66% of Middle School students at risk for dropout: chronically absent, has a suspension, and low performance on NWEA reading score	1.32 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					School Year 2026-2027	
2.6	% of students suspended once or more Specific Student Groups: African American English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities (Priority 6A) Sources: CA School Dashboard and Student Analytics Lab	12.2% of students suspended once or more Specific Student Groups: African American: 24.3% English Learners: 8.6% Hispanic: 11.6% Socioeconomically Disadvantaged: 13.1% Students with Disabilities: 22.7% Source: CA School Dashboard: 2022-2023 13.63% of students suspended once or more Specific Student Groups: African American: 27.59% English Learners: 10.98% Hispanic: 10.14% Socioeconomically Disadvantaged: 16.08% Students with Disabilities: 20.63% Source: Student Analytics Lab School Year 2023-2024	12.7% of students suspended once or more Specific Student Groups: African American: 22.6% English Learners: 10.6% Hispanic: 10.4% Socioeconomically Disadvantaged: 14.2% Students with Disabilities: 24.2% Source: CA School Dashboard: 2023-2024 6.1% of students suspended once or more Specific Student Groups: African American: 10.53% English Learners: 2.56 % Hispanic: 3.70% Socioeconomically Disadvantaged: 4.86%		Target is to decrease baseline outcomes by half: 6.1% of students suspended once or more Specific Student Groups: African American: 12.15% English Learners: 4.3% Hispanic: 5.8% Socioeconomically Disadvantaged: 6.55% Students with Disabilities: 11.35% Source: CA School Dashboard: 2025-2026 6.81% of students suspended once or more Specific Student Groups: African American: 13.8% English Learners: 5.49% Hispanic: 5.07%	% of students suspended once or more: 0.5 percentage points above baseline African American: 1.7 percentage points below baseline English Learners: 2.0 percentage points above baseline Hispanic: 1.2 percentage points below baseline Socioeconomically Disadvantaged: 1.1 percentage points above baseline Students with Disabilities: 1.5 percentage points above baseline Source: Ca School Dashboard % of students suspended once or more: 7.53 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 12.28% Source: Student Analytics Lab School Year 2024-2025		Socioeconomically Disadvantaged: 8.04% Students with Disabilities: 10.32% Source: Student Analytics Lab School Year 2026-2027	African American: 17.06 percentage points below baseline English Learners: 8.42 percentage points below baseline Hispanic: 6.44 percentage points below baseline Socioeconomically Disadvantaged: 11.22 percentage points below baseline Students with Disabilities: 8.35 percentage points below baseline Source: Student Analytics Lab
2.7	% Student expulsion (Priority 6B) Source: DataQuest	0% Student expulsion School Year 2022-2023	0% Student expulsion School Year 2024-2025		0% Student expulsion School Year 2025-2026	Target met for: % Student expulsion
2.8	% of students that responded "Care quite a bit about me" and " care a great deal about me" on Question "How much do you feel like your teachers care about	63% of students that responded "Care quite a bit about me" and " care a great deal about me" on Question "How much do you feel like your teachers care about you?"	Question "How much do you feel like your teachers care about you?" 90% of students that responded "Care quite a bit about me" and "		73% of students that responded "Care quite a bit about me" and "care a great deal about me" on Question "How much do you feel	27 percentage points above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	you?" on EOY Student Character Survey (Priority 6C) Source: EL Dimensions, EOY Student Character Survey	School Year 2023-2024	care a great deal about me" on School Year 2024-2025 Source Panorama		like your teachers care about you?" School Year 2026-2027	
2.9	% of classrooms visited that "Teacher body language and nonverbal communication promotes a safe learning environment." was marked "Evident", as measured by # of classes marked "Evident" over total # of classes observed. (Priority 6C) Source: EL Dimensions, Reports, End of Year Walkthroughs, Teacher Presence section, Question 1B	50% of classrooms visited that "Teacher body language and nonverbal communication promotes a safe learning environment." was marked "Evident" School Year 2023-2024	% of classrooms visited that "Teacher body language and nonverbal communication promotes a safe learning environment." was marked "Evident" School Year 2024-2025		60% of classrooms visited that "Teacher body language and nonverbal communication promotes a safe learning environment." was marked "Evident" School Year 2026-2027	

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.

This year, Vallejo Charter School supported the VCUSD Strategic Plan Pillar 2 by implementing equitable and responsive strategies to promote safe and supportive learning environments for all students and staff. VCS monitored progress through data on daily attendance, wellness supports, and supervision structures, with targeted services provided for English learners, low-income students, and other identified

groups. Most planned actions were implemented as intended, and increased adult supervision, expanded SEL supports, and improved student engagement contributed to a more positive and structured school climate.

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.

During the mid-year review, Vallejo Charter School identified material differences between budgeted expenditures and estimated actual expenditures in several areas. Some planned staffing positions, such as additional supervision and support personnel, were not fully staffed due to hiring delays, resulting in lower-than-expected spending in those categories. Additionally, professional development and arts contracts expenditures were underutilized in the first half of the year due to scheduling conflicts and vendor availability. As a result, the estimated actual percentage of services is slightly lower than originally projected.

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

To date, Vallejo Charter School has made partial progress toward the goal of providing safe and supportive learning environments; however, the effectiveness of specific actions has been mixed due to implementation challenges. While foundational systems such as PBIS and SEL supports were in place and had a positive impact on school climate but additional supports will be needed to make a larger impact.

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.

Reflecting on the prior year's implementation, Vallejo Charter School has made several adjustments to better align actions with the district's goals and improve outcomes for students. VCS plans to strengthen the impact of PBIS and SEL programs. We will increase the allocation of resources for ongoing staff training and develop more targeted interventions for English learners and low-income students. Metrics will be adjusted to include more frequent monitoring of student engagement and behavior data, and the target outcomes for the coming year will emphasize timely service delivery and more consistent support for unduplicated student groups.

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	Positive School Culture and Climate	This action supports the implementation and enhancement of programs to promote positive school climate and culture, and reduce suspension, referral and expulsion rates, focusing on low-income and specific VCUSD student groups. 2.1.a Site Based Programs	$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Vallejo Charter School will implement a clearly defined Positive Behavioral Interventions and Supports (PBIS) framework to promote and maintain positive student behavior across all school settings. This will include the development of consistent behavior expectations for classrooms and common areas, a structured approach to ongoing behavior instruction, and a system for recognizing and reinforcing positive actions. To strengthen this effort, VCS will also integrate the PAX Good Behavior Game as a complementary strategy, alongside other social-emotional learning programs such as Mindful Life and Basecamp, to support student well-being in creating a safe, supportive school climate. 2.1.b Site Based Restorative Practices Vallejo Charter School will continue to strengthen the implementation of restorative practices as a key component of school culture and student support. This work is supported by a site-based Academic Support Provider who will have received training in restorative approaches and lead ongoing implementation efforts. Additionally, VCS will partner with the Mindful Life Project to enhance both PBIS and social-emotional learning (SEL). This partnership includes a dedicated site-based coach who provides direct support to staff and students, ensuring the integration of mindfulness practices into daily school routines and reinforcing a positive, inclusive school climate. 2.2.c Student Incentives and Recognition Supply materials for activities and incentives that support in school and after school engagement.		
2.2	Student Wellness and Mental Health	This action will support the development of mental health programs and supports for low income, English learner and foster youth students, families, and staff. This will include addressing those experiencing trauma. 2.2.a Wellness Staffing Up to 1.0 FTE Mental Health Support Specialist are employed to provide mental health services to students working under the direction of a highly	$145,416.00	Yes

Action #	Title	Description	Total Funds	Contributing
		experienced school psychologist. Resources may also be used for services to support identified student needs. 2.2.b Wellness Center Enhancements This action will support the development and maintenance of a Wellness center. This action includes materials and furniture and supplies.		
2.3	Student Supervision and Safety	This action provides adequate staffing trained in PBIS to ensure student safety on campus and assist with building a positive school climate and culture. 2.3.a Site Safety Supervisor Up to 2.0 FTE site safety supervisors supporting students middle school grades. These staff members will assist other staff with promoting positive student behavior and building relationships with students. Funds will support staffing, extra hours, supplies and additional training as needed. 2.3.b Additional Supervision Additional adults will provide increased supervision outside of the classroom (ex. playground, buses, dismissal time) to ensure safety.	$210,000.00	Yes
2.4	Expeditionary Learning	This action will support access to low income students to participate in enrichment activities that increase students' understanding of learning in connection with the real world. 2.4.a Experiential Learning Activities Funding to support student participation in offsite activities or programs brought on site that enrich classroom learning. Funds will be used for contracts, materials, guest speakers, field trip admission, and transportation. 2.4.b Student Clubs and EL Learning Crew Activities	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funding for planning and execution of activities both in and after school to support student engagement including but not limited to high interest student clubs, hands on experiences during the school day and EL Learning Crew activities. Funds will provide for extra hours for staff, materials, and services.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Equitable Opportunities, Equitable Outcomes (VCUSD Strategic Plan Pillar 1) - Vallejo Charter School will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As a dependent charter school, VCS has adopted the district's LCAP goals. This goal is aligned to Pillar 1 of the VCUSD Strategic Plan which is "Equitable Opportunities, Equitable Outcomes." Through this broad goal, VCS has established coherent guidance through a multi-tiered system of support for student learning aligned with the VCUSD Instructional Priorities, the VCUSD Social Emotional Learning Priorities, and the VCUSD PBIS Response to Behavior Handbook. Goal 3 provides actions to address interventions and supports when the base program supports are not enough. Expected outcomes are measured through State and District assessments, the quality of site multi-tiered support plans, student data collected through the District student information system, graduation data, and course access and participation. Data is accessed through local systems, the California School Dashboard, and California Department of Education DataQuest.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of English Learner (EL) students making progress toward English language proficiency on the ELPAC (Priority 4E)	31.5% of English Learner (EL) students making progress toward English language proficiency on the ELPAC	28.9% of English Learner (EL) students making progress toward English language proficiency on the ELPAC		41.5% of English Learner (EL) students making progress toward English language proficiency on the ELPAC	2.6 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	Report Year 2022-2023	Report Year 2024-2025		Report Year 2025-2026	
3.2	% Projected Proficiency in Reading for EL student group (Priority 4E) Source: Student Analytics Lab	4.69% Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2023-2024	12.5 % Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2024-2025		Target is to double the baseline: 9.38 % Projected Proficiency in Reading for EL student group. Midyear Assessment, School Year 2026-2027	7.81 percentage points above baseline
3.3	% of English Learner students reclassified as fluent English proficient (Priority 4F) Source: DataQuest, Annual Enrollment Data, Enrollment by English Language Acquisition Status (ELAS) and Grade	9.7% of English Learner students reclassified as fluent English proficient School Year 2022-2023	6.3% of English Learner students reclassified as fluent English proficient School Year 2023-2024		19.7% of English Learner students reclassified as fluent English proficient School Year 2025-2026	3.4 percentage points below baseline
3.4	% of General Education students enrolled in courses described in Ed. Code 51210 and Ed. Code 51220, as applicable (Priority 7A) Source: Aeries SIS	100% of General Education students enrolled in courses described in Ed. Code 51210 and Ed. Code 51220, as applicable School Year 2023-2024	100% of General Education students enrolled in courses described in Ed. Code 51210 and Ed. Code 51220, as applicable		100% of General Education students enrolled in courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	Target Met for: % of General Education students enrolled in courses described in Ed. Code 51210 and Ed. Code 51220, as applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School Year 2024-2025		School Year 2026-2027	
3.5	% of low-income, English Learner, or Foster Youth students who participate in after-school programs (Priority 7B) Source: Student Analytics Lab	24.1 % of low-income students participate in after-school programs 5.6% of English Learner students who participate in after-school programs 0.5% of Foster Youth students participate in after-school programs School Year 2023-2034	27.1 % of low-income students participate in after-school programs 6.0% of English Learner students who participate in after-school programs 0.5% of Foster Youth students participate in after-school programs School Year 2024-2025		34.1% of low-income students participate in after-school programs 5.6% of English Learner students who participate in after-school programs 1% of Foster Youth students participate in after-school programs School Year 2026-2027	% of low-income students who participate in after-school programs: 3.0 percentage points above baseline English Learners: 0.4 percentage points above baseline Foster Youth: no change from baseline
3.6	% of staff who participate in professional development that includes intervention strategies for English Learner students (Priority 2B) Source: Professional Learning dept. data	84% of staff who participate in professional development that includes intervention strategies for English Learner students School Year 2023-2024	90% of staff who participate in professional development that includes intervention strategies for English Learner students School Year 2024-2025		94% of staff who participate in professional development that includes intervention strategies for English Learner students School Year 2026-2027	6 percentage points above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	% of staff who participate in professional development that includes intervention strategies for students with disabilities (Priority 7C) Source: Professional Learning department data	42% of staff who participate in professional development that includes intervention strategies for students with disabilities School Year 2023-2024	48% of staff who participate in professional development that includes intervention strategies for students with disabilities School Year 2024-2025		52% of staff who participate in professional development that includes intervention strategies for students with disabilities School Year 2026-2027	6 percentage points above baseline

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.

Tier 1 supports were strengthened through professional development focused on Universal Design for Learning (UDL), trauma-informed practices, and culturally responsive teaching. While the plan called for expanding intervention supports, full implementation was delayed due to staffing shortages Teacher Assistants) and delays in starting tutoring programs. As a result, some grade levels received less targeted small group intervention support than originally intended.

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.

During the implementation of the LCAP in the prior year, there were differences between the budgeted expenditures and the estimated actual expenditures, primarily due to some staffing challenges and shifts in service delivery methods. Some planned positions, such as Teacher Assistants remained unfilled for part of the year. As a result, funds allocated for personnel were not fully expended, leading to lower actual expenditures than originally budgeted. Additionally, certain professional development activities and contracted services were delayed or modified to accommodate site needs and calendar constraints, further contributing to the discrepancy.

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

The actions taken toward achieving Goal 3 have been moderately effective, with strong progress in foundational Tier 1 supports such as academic instruction, PBIS, and early literacy interventions, particularly in grades TK–3. These efforts led to improved classroom climate and measurable gains in reading achievement. However, the effectiveness of Tier 2 and Tier 3 supports was limited due to inconsistent

implementation, especially in the upper grades. While data-driven practices and collaboration improved, the full impact of planned interventions was not realized, highlighting the need for continued investment in staffing and support systems to ensure equitable access to academic and behavioral interventions.

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 reflections from the previous year, several adjustments have been made to the planned goal, metrics, and actions to strengthen implementation and address identified gaps. The upcoming year will include a greater emphasis on staffing to ensure consistent delivery of interventions and supports. Metrics and target outcomes have been refined to include more specific progress indicators and realistic growth benchmarks aligned with available resources. These adjustments to goals and implementation strategies are designed to improve the effectiveness and equity of academic and behavioral interventions across all grade levels.

Metric 3.2 added "Midyear Assessment" to identify when data is collected

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	Multi-Tiered Systems of Support (MTSS)	This action supports the development, implementation, maintenance and enhancement of the VCUSD Multi-Tiered System of Supports framework focused on interventions to improve outcomes for our low income, English learner and foster youth. Funds will be allocated for extra hours for staff, substitute costs, services and supplies. 3.1.a MTSS Development Focused work on development of MTSS for grades PreK – 12 will result in increased support to sites for implementation of intervention within and beyond the school day in English Language Arts, English Language Development, and mathematics, attendance and behavior. This work will include improved systems for implementing and monitoring student 504 Plans. Tier 2 interventions will focus on student needs aligned to the reteaching of grade level essential standards. Tier 3 interventions will focus on the teaching and/or reteaching of essential standards from previous grade levels.	$280,770.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3.1.b Academic Support Provider Academic Support Provider will provide coordination of services for students. 3.1.c Site based Content Math and English Language Arts Interventions Site based content intervention funding will be used to differentiate instruction in English Language Arts and mathematics and support the continued growth of all students, with a priority on students not yet meeting standards in grades 1-8. Literacy intervention materials and or services will be identified and implemented for students in preschool, transitional kindergarten and kindergarten as well as all other grades. 3.1.d Addition of additional Tier 2, Tier 2 Staffing or Services This action also includes the addition of Tier 2 and Tier 3 staff or services to more effectively address students' social-emotional learning (SEL) needs. As the student population grows, expanding Tier 2 and Tier 3 supports will enhance the school's capacity to improve school climate, strengthen social-emotional supports, and refine discipline systems. These investments will also help ensure the consistent and effective implementation of schoolwide SEL initiatives, ultimately creating a more supportive and responsive learning environment. Staffing may include Vice Principal, Psychologist or Social Worker.		
3.2	Targeted Services for Multilingual Learners (ML)	This action provides differentiated interventions for English Learners (EL) also referenced as Multilingual Learners (ML). 3.2.a Two (2) Classroom based Bilingual Tutor Support - 1.5 FTE Bilingual tutors will provide differentiated support to identified English learners during the school day in order to support English language development and access to core subjects. Services will be provided in the event staffing vacancies exist. 3.2.b Professional Learning around Differentiating Support for ML students Providing training, coaching and feedback around intentional strategies that accelerate and or amplify language development for targeted ML	$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student groups, particularly newcomers, LTELs and dually identified students.		
3.3	Targeted Services for Foster Youth	This action provides foster youth with additional supports to support academic and other needs. Funds will provide for supplies and services as determined by individual need.	$500.00	Yes
3.4	Targeted Supports for School Climate and Student Engagement	This action will provide training to designated staff at VCS to support restorative practices to address school climate and culture for African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities 3.4.a Restorative Justice Training This activity is a collaboration with VCUSD to support school sites in addressing climate and engagement that performed at the lowest level on the 2023 California Dashboard Conditions and Climate indicator as a school or for specific student groups. 3.4.b SEL Programs, Training and Implementation VCS will provide programs, training, supplies and/or support to implement site-based restorative practices through programs outlined in the VCUSD SEL Priorities	$404,777.57	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Community Centered Education (VCUSD Strategic Plan Pillar 4) - Vallejo Charter School will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

As a dependent charter school, VCS has adopted the district's LCAP goals. This goal is aligned to Pillar 4 of the VCUSD Strategic Plan which is "Community Centered Education". Through this broad goal the Vallejo City Unified School District plans to offer parents/guardians multiple ways to engage with and participate in supporting district staff to improve student outcomes, and to provide supports to ensure access to all. Therefore, the actions support opportunities for parents/guardians and the broader community to serve in a leadership role on councils, volunteer on campuses, attend events, and learn more about quality education. To support broad participation, the actions include phone outreach to targeted groups, translation and interpretation services, personnel dedicated to parent support, professional learning sessions for staff aligned to this goal, and enhanced communication strategies. Expected outcomes are measured through parent participation and through a comprehensive annual survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education	53% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education	20% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be		63% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be	33 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 3A) Source: LCAP Annual Survey	School Year 2023-2024	involved in their child's education School Year 2024-2025		involved in their child's education School Year 2026-2027	
4.2	# of family engagement activities beyond required activities (Priority 3A) Source: VCS Master Calendar	4 family engagement activities beyond required activities School Year 2023-2024	5 family engagement activities beyond required activities School Year 2024-2025		Target is to increase # of events by 50% of baseline: 6 family engagement activities beyond required activities School Year 2026-2027	1 family engagement activities above baseline
4.3	% of target # of Charter Council meetings that occurred (Priority 3A) Source: Charter Council meeting calendar	88% of target # of Charter Council meetings that occurred School Year 2023-2024	90% of target # of Charter Council meetings that occurred School Year 2024-2025		100% of target # of Charter Council meetings that occurred School Year 2026-2027	2 percentage points above baseline
4.4	% of target # of ELAC meetings (4 meetings) occurred (Priority 3B) Source: ELAC meeting calendar events and agenda	25% of target # of ELAC meetings occurred School Year 2023-2024	50% of target # of ELAC meetings occurred School Year 2024-2025		75% of target # of ELAC meetings occurred School Year 2026-2027	25 percentage points above baseline
4.5	# of family events with interpretation provided	8 Individual Student/Parent	8 Individual Student/Parent		Target is to increase parent	# of Individual Student/Parent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 3B) Source: Interpreter staff reporting	Meetings (SSTs, Behavior, Attendance, etc) with translation provided 2 Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2023-2024, Quarter 3	Meetings (SSTs, Behavior, Attendance, etc) with translation provided 4 Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2024-2025, Quarter 3		events by 1 each year: 11 Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 5 Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2026-2027, Quarter 3	Meetings with translation provided: no change from baseline # of Family/Group Events with translation provided: 2 events above baseline
4.6	% Parent attendance in IEP meetings (Priority 3C) Source: Google Survey and Statewide Indicator 8	61% Parent attendance in IEP meetings School Year 2023-2024	71% Parent attendance in IEP meetings School Year 2023-2024		Target is to increase by 10% points each year: 91% Parent attendance in IEP meetings School Year 2026-2027	10 percentage points above baseline

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.

Vallejo Charter School made progress towards this goal of providing a community-centered education by enhancing school to family communications, providing translation services, and offering professional development to support inclusive family engagement. While key actions such as multilingual communication and staff support for family outreach were implemented as planned, some activities like targeted phone outreach and expanded parent leadership opportunities, were limited due to staffing and scheduling challenges. Despite these obstacles, the school saw increased attendance at events and improved parent satisfaction with communication efforts, demonstrating meaningful growth in engagement. Continued focus on removing participation barriers and strengthening outreach strategies will be essential for deepening family and community involvement moving forward.

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

There were some differences between budgeted and actual expenditures. Funds allocated for expanded family engagement staffing and increased outreach efforts, such as targeted phone calls and parent leadership development, were not fully utilized due to scheduling limitations. These differences resulted in a gap between the planned and actual percentages. While communication and event attendance improved, the full scope of engagement and support services was not achieved, highlighting the need to better align resources with capacity and remove barriers to full implementation.

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

The actions taken so far have been somewhat effective in reaching the goal of community centered education. Improvements in communication through a multilingual platforms were successful, leading to better parent satisfaction. However, some actions, like targeted phone outreach and expanding parent leadership, were less effective due to staffing and scheduling issues, which limited their impact. While event attendance and overall family engagement improved, the goal wasn't fully reached, especially in getting parents more involved in leadership roles. This shows a need for better staffing and coordination to fully achieve the goal.

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 reflections from the previous year, some changes have been made to improve the goal for the coming year. The school plans to increase staffing to ensure more consistent outreach and support for parents, especially for targeted phone calls and parent leadership opportunities. Metrics and target outcomes have been adjusted to focus more on specific types of parent involvement, such as leadership roles and participation in decision-making. Additionally, actions like scheduling events at more convenient times and providing better logistical support are being added to remove barriers for families. These changes aim to make family engagement more consistent and accessible.

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	Parent Engagement Events	This action provides resources to ensure families are able to participate in Vallejo Charter family events including Charter Council, ELAC, school showcase events, parent education events, and family activities. Funds will provide for services, meeting supplies, materials, child care, transportation and/or food.	$6,429.00	Yes
4.2	Parent Engagement Staffing	This action provides funding to support the planning and execution of activities and communications specifically designed for the participation of parents, students and community members of low income, English Language learners, and foster youth. Funds will provide for extra hours for staff.	$5,000.00	Yes

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
$1,663,626.00	$190,117

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
30.981%	3.441%	$117,730.48	34.422%

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:** Professional Learning **Need:** Based on the 2024 California Dashboard, overall VCS declined 8.1 points in ELA progress with African American, English Learner, Hispanic and Socioeconomically Disadvantaged student groups performing at	VCS will prioritize increased staffing to enhance instructional support through additional modeling, coaching, and feedback. Leveraging district-wide professional development opportunities, VCS will collaborate with educational partners to offer a range of supports throughout the school year. These will include conferences, site visits, and direct engagement with an EL Education coach	1.5, 1.6, 3.6 VCS will also utilize Implementation Review data and coaching logs as part of the metrics to measure effectiveness.

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
	the lowest level (red) of this indicator. VCS also saw an overall decline (5.9 points) in Mathematics, with English Learners, Hispanic and Socioeconomically Disadvantaged student groups performing at the lowest level (red). Educational partners have recommended VCS focus on professional learning for all staff to build a coherent Tier 1 instructional program for ELA and Math with a strong focus on early literacy skills. **Scope:** Schoolwide	and ongoing district professional development sessions. This action specifically targets English learners and low-income students. VCS expects that, with full implementation, these students will demonstrate academic performance that exceeds that of their peers. Due to the nature of the support provided, the benefits of this action will extend school-wide. Specific Student Groups this Action Addresses: English Learners and Hispanic (ELA) African American and Socioeconomically Disadvantaged (Math)	
1.2	**Action:** EL Education Programming **Need:** Based on the 2024 California Assessment for Student Performance and Progress (CAASPP), in ELA, 21.64% of VCS students met or exceeded standards in ELA and 13.86% met or exceeded standards in Mathematics. In comparison, 5.17% of English Learners at VCS met or exceeded standards in ELA while 5.17% met or exceeded standards in Mathematics. Furthermore, in ELA, 17.67% of low income VCS students met or exceeded standards in ELA and 10.82% met or exceeded standards in Mathematics. Educational partners suggest that students need to be provided a comprehensive	VCS utilizes district, EL Education and other educational partners a way to bridge learning for VCS unduplicated students. This action is targeted to English learner and low-income students. VCS anticipates with the full implementation of this action, these students will outperform their peers. Given the nature of this action, it will impact students schoolwide. Specific Student Groups this Action Addresses: English Learners and Hispanic (ELA) African American and Socioeconomically Disadvantaged (Math) African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities (Suspension Rate)	1.4, 1.6 VCS will also utilize Implementation Review data and implementation of EL Education program as part of the metrics to determine effectiveness.

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
	curriculum that connects the real world to students' in class learning to help build scaffolds and give students a range of ways to access and use the English language. **Scope:** Schoolwide		
1.3	**Action:** Structured Early Literacy Program **Need:** Based on the 2024 California Assessment for Student Performance and Progress (CAASPP), 6.25% of VCS third grade students met or exceeded the standard for ELA. Only 12.82% of VCS low income third grade students met or exceeded the standard for ELA. In the 2024 Spring Quarter NWEA MAP, the percentile score for Reading at grade 3 was 22.92%. Second grade was 29.17% and first grade was 29.63% As part of the VCUSD school district, VCS expects all students to be reading on grade level by the end of third grade. A districtwide approach based on the science of reading is in implementation at all elementary schools. **Scope:**	VCS understands the importance of just in time interventions as students are learning the building blocks of reading. To supports students in the early grades (Kinder, First and Second), VCS will provide additional classroom support so that students get the feedback and assistance needed to stay on track to be reading at grade level by the end of third grade. This action is targeted to low-income students. VCS anticipates with the full implementation of this action, these students will outperform their peers. Given the nature of this action, it will impact students schoolwide. Specific Student Groups this Action Addresses: English Learners and Hispanic (ELA)	1.6, 1.7 VCUSD will monitor progress throughout the year using the NWEA MAP reading (grades 1-3) and CORE assessments for grades K-2. VCUSD will monitor progress through the VCUSD District and site learning walk tool. Results will be analyzed at both the district and site levels with action plans to target next steps at a minimum of a quarterly basis.

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
	Schoolwide		
1.4	**Action:** Supplemental Learning Software **Need:** According to the 2024 California Assessment for Student Performance and Progress (CAASPP), in ELA, 21.64% of VCS students met or exceeded standards in ELA and 13.86% met or exceeded standards in Mathematics. In comparison, 5.17% of English Learners at VCS met or exceeded standards in ELA while 5.17% also met or exceeded standards in Mathematics. Furthermore, in ELA, 17.67% of low income VCS students met or exceeded standards in ELA and 10.82% met or exceeded standards in Mathematics. Educational partners, specifically English learner parents, have recommended that VCS provide educational software programs to reinforce skills taught in the classroom and support families at home with providing students with extra English language and literacy practice. **Scope:** Schoolwide	VCS will provide software that is aligned to the common core standards as well as EL Education curriculum as a resource for students to use at school, in after school learning time, and at home. This action is targeted to English learner and low-income students. VCS anticipates with the full implementation of this action, these students will outperform their peers. Given the nature of this action, it will impact students schoolwide. Specific Student Groups this Action Addresses: English Learners and Hispanic (ELA) African American and Socioeconomically Disadvantaged (Math)	1.6 VCS will monitor implementation and effectiveness of selected software through assessments integrated into software programs.
1.5	**Action:** Enhanced Arts Programming	1.4, 1.5, 1.6	1.4

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: As mentioned in Action 1.1, low income and English Learners students are not demonstrating the same levels of proficiency in comparison to overall student performance. In looking at the ELA CAASPP data, 17.67% of low income students met or exceed the ELA standard while 34.25% of students who were not low income met or exceeded the ELA standard. For English Learners, 5.17% were at/exceeded standard in comparison to their English Only peers who had 24.76% at/exceeded standard, almost a 20 percentage point difference. In Mathematics, 17.67% of low income students met or exceeded the Math standard while 34.25% of students who were not low income met or exceeded the Math standard, which is more than a 10 percentage point difference. English Learners had 5.17% of students who met or exceeded the Math standard compared to 13.93% of their English Only peers. Enhancing current programming and developing more opportunities was expressed across all educational partner groups at engagement sessions and through the LCAP survey. Educational partners shared that by increasing hands-on and interactive programming, students will be more connected to overall learning which will improve their academic outcomes in ELA and Math as well as improve attendance and behavior.	VCS will utilize the expertise of local visual and performing artists to develop units to enhance the schoolwide Visual and Performing Arts program that is aligned to the VCS instructional priorities and connects students with community resources and exposure to a wide range of arts offerings. Learning through the arts will allow students to access literacy and math learning through a different approach and demonstrate understanding through concrete experiences which will support inclusion for all students. This action is targeted to English learner and low-income students. VCS anticipates with the full implementation of this action, these students will outperform their peers. Given the nature of this action, it will impact students schoolwide. Specific Student Groups this Action Addresses: English Learners and Hispanic (ELA) African American and Socioeconomically Disadvantaged (Math)	VCS will monitor progress through implementation of a VAPA action plan tied to vendors' scopes of work. Student feedback regarding learning and effectiveness of VAPA units, sessions or semesters will be collected throughout but definitely at the conclusion of programming.

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: Schoolwide		
1.6	**Action:** Curriculum Enrichment Programming **Need:** Based on the 2024 California Dashboard, English Learners and low income students have not made as much growth as the overall student group. In ELA, VCS demonstrated a "red" indicator and the English Learner and Hispanic student groups were student groups that declined in their growth on ELA CAASPP with a "red" indicator. In Math, VCS demonstrated an "red" indicator and the Socioeconomically Disadvantaged student group declined in their growth on Math CAASPP with a "red" indicator. VCS continues to seek out strategies and programs that enhance foundational skills across all content areas that help reinforce literacy and math in different contexts. Educational partner input supports research which suggests that when provided more opportunities to demonstrate their talents in ways that are hands-on and interactive, students are more engaged and more encouraged to take risks in their learning.	VCS will provide funding to increase curriculum enrichment opportunities for low-income students at all grade levels that will enhance the core program and help them connect their learning to the real world. This action is targeted to English learner and low-income students. VCS anticipates with the full implementation of this action, these students will outperform their peers. Given the nature of this action, it will impact students schoolwide.	1.4, 1.6 VCS will monitor the implementation of teacher schedule and lesson plan. Effectiveness will be monitored through site walkthroughs. VCS will utilize a quarterly Google form survey for classes that participate.

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
	Educational partner feedback recommends additional options for curriculum enrichment across all grade levels and within all content areas. **Scope:** Schoolwide		
1.7	**Action:** 21st Century Technology Environments **Need:** VCUSD Technology Department surveys indicate that students are utilizing district-provided technology on a daily basis to access the digital resources available in all core programs as well as Google tools that provide opportunities and support for communication in all domains to our low income, students, foster youth and English learners. VCS staff have demonstrate their interest in expanding their understanding of digital skills through their participation in a district-wide Promethean Board pilot and use of technology in professional learning. Education partners have shared a high interest in ensuring that students have experiences and tools that prepare them for college and/or career. 1.10.c Student learning and development of Portrait of a Graduate competencies through the improvement of learning environments. Increased student engagement, stronger	VCS will continue to ensure that students have at a minimum 1:1 access to a working device for instruction, access to curriculum and evidence-based supplemental software and technological resources that increase productivity and enhance teaching and learning. VCS will continue to investigate ways to increasing the options for students to utilize technology as an integrated part of their learning. VCS will provide a 1.0 FTE classified staff person to ensure students and staff have access and differentiated support in utilizing these tools. This action is targeted to English learner and low-income students. VCS anticipates with the full implementation of this action, these students will outperform their peers. Given the nature of this action, it will impact students schoolwide. 1.10.c This action will provide flexible, student-centered classroom furniture to enhance engagement, collaboration, and academic support.	1.4, 1.6 VCS will monitor the use of technology during site walkthroughs, through survey feedback following professional learning as well as participating in on-going VCUSD Technology Department input collection. Student engagement surveys, teacher feedback, classroom observations, and academic achievement data.

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
	implementation of instructional strategies, and improved development of graduate competencies. **Scope:** Schoolwide		
2.1	**Action:** Positive School Culture and Climate **Need:** On the 2024 California Dashboard, Vallejo Charter school received the lowest performance level (red) for Suspension Rate on the Conditions and Climate indicators. Five specific student groups also received this performance level: English Learner, Filipino, Socioeconomically Disadvantaged and Students with Disabilities. Educational partner input recommends that VCS refocus attention on ensuring staff is trained on the importance of proactive and positive behavior strategies and consistently utilize strategies outlined in the VCUSD SEL Priorities, the VCUSD PBIS: Response to Behavior handbook, and the EL Education curriculum. **Scope:** Schoolwide	With the support of VCUSD Educational Services staff, VCS will review, revise and refine the VCS PBIS plan for 2025-2026 to outline the site's "Tier 1" or base program plan for school climate and student engagement as well as additional supports and interventions to respond to student actions. VCS will participate in on-going training provided by VCUSD and Solano County Office of Education on restorative practices and alternate means for correction. By enhancing PBIS and SEL supports with a focus on conflict management and de-escalation strategies, VCS aims to maximize instructional time, foster a more positive school climate, and reduce disciplinary referrals—particularly among low-income and English learner students. This action is targeted to English learner and low-income students. VCS anticipates with the full implementation of this action, these students will outperform their peers. Given the nature of this action, it will impact students school wide. VCS will in turn provide funds to recognize students for making positive choices and demonstrating positive leadership of their learning.	2.6, 2.7 VCS will utilize information on student discipline and interventions to monitor: the use of alternate means of correction, the use of interventions, the use of restorative practices, the quality of information gathered to provide appropriate next steps. This data will be shared at Site Leadership team meetings.

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
		Funds will provide for materials, services and transportation. This action is targeted to English learner and low-income students. VCS anticipates with the full implementation of this action, these students will outperform their peers. Given the nature of this action, it will impact students schoolwide. Specific student groups this action addresses: Suspension Rate - African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities. Chronic Absenteeism - English Learners	
2.2	**Action:** Student Wellness and Mental Health **Need:** Based on the 2024 Dashboard (see Action 2.1), VCS has four specific student groups identified that have not shown progress in providing proactive resources to impact school climate and student behavior as measured by the Suspension Rate indicator. Low income and English learner students are included as two of the target groups specifically and within other student groups. Educational partner feedback suggests additional supports to assist students in addressing problems could benefit the school climate and culture. **Scope:**	As part of the Tier 1 supports, VCS will ensure the site has a full time Mental Health Support Provider (MHSP) as the designated staff person to provide a space for students to self-regulate, receive support, learn skills to help them cope, and/practice goal-setting. Our site will have an identified Wellness Room equipped with resources to support students who have self-referred or been referred. In collaboration with the District Coordinator and Student Support Services, the Mental Health Support Provider team will assist with data collection around social emotional learning and possible needs for intervention using a district-identified, age appropriate screening tool. Funds will provide for staff as well as materials to maintain the VCS Wellness Room. This action is targeted to English learner and low-income students. VCS anticipates with the full implementation of this action, these students will	2.6 The MHSP will collect data from the Wellness Center attendance (check ins) will be used throughout the year to monitor use as well as reasons why students are utilizing the Wellness Center. Trends will be analyzed at the school site and district level to determine next steps for additional supports or enhancements needed.

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
	Schoolwide	outperform their peers. Given the nature of this action, it will impact students schoolwide. Specific student groups this action addresses: Suspension Rate - African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities. Chronic Absenteeism - English Learners	
2.3	**Action:** Student Supervision and Safety **Need:** Based on current data from Student Analytics Lab, discipline incidents at schools are highest at the middle school grades (6th-8th) with current incidents up to double that of the elementary levels (TK-5th). Data shows that this particularly impacts low-income students as they have a higher rate of disciplinary action than their peers who are not low income. According to DataQuest for 2023-2024, VCS had a suspension rate of 13.2% which is a 1% increase from 2022-2023. Educational partners have indicated that VCS needs to provide more interventions to address students' academic, behavioral and socioemotional needs. **Scope:** Schoolwide	As part of the MTSS Tier 1 supports, VCS will provide staff trained in the PBIS program to be visible and build positive relationships with students in order to increase and enhance student safety. Site safety supervisor staff will be provided at the middle school level for lunch recess along with arrival/dismissal supervision. Noon Dutys (through staff and services) will be provided at the elementary grade levels to support PBIS initiatives during lunch and recess for grades TK-5. By providing positive reinforcement, conflict management and de-escalation support, VCS will optimize student learning time, improve the school climate and see a decrease in the disciplinary referrals for low-income and English learner youth. This action is targeted to English learner and low-income students. VCS anticipates with the full implementation of this action, these students will outperform their peers. Given the nature of this action, it will impact students schoolwide. Specific student groups this action addresses: Suspension Rate - African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.	2.6 VCS will ensure site has adequate supervision. Beginning in 2024, VCS will enforce discipline referral protocol to maintain data integrity that allows the site and District to collect specific data on who is submitting referrals. This data will be used to analyze effectiveness of this action, additional training as well as other resources needed.

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
		Chronic Absenteeism - English Learners	
2.4	**Action:** Expeditionary Learning **Need:** Considering discipline and attendance data noted in Action 2.1 through 2.3, VCS has identified a need to provide additional opportunities that encourage low-income and English learner students to attend school every day and make good choices to participate in high-interest options. Educational partners repeatedly recommended that VCS increase the number of clubs, activities and opportunities for students to connect with school in ways that extend and/or are outside of the classroom. Families are not always able to provide these options after school due to cost, transportation and/or access, but VCS could support to ensure all students have options. They suggested that participation in structured activities would increase opportunities for mentorship and leadership as well as improve participating students attendance, behavior and academics. **Scope:** Schoolwide	VCS will work with each grade level to expand expeditionary learning options, clubs or outside of instructional time opportunities based on student interest. Activities will vary based on grade level. Funds will provide for materials, staffing, admission, transportation, and services as needed. VCUSD expects that providing a variety of opportunities for students will encourage low-income and English learner students to participate in school supervised activities that promote PBIS and will lead to positive attendance, behavior and academic outcomes that exceed overall student outcomes. These actions will be provided on an schoolwide basis to maximize their impact on all students. Specific student groups this action addresses: Suspension Rate - African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities. Chronic Absenteeism - English Learners	2.5 As students enroll in programs and/or clubs, VCS will monitor their progress on outcomes (attendance, behavior, academic) in comparison to all students using the student information system and the Student Analytics Lab. VCS will also survey students following experiential learning experiences.
3.1	**Action:** Multi-Tiered Systems of Support (MTSS)	VCS will implement the VCUSD MTSS Framework. VCS will work with the Educational	3.5

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: According to the 2024 California Assessment for Student Performance and Progress (CAASPP), in ELA, 21.64% of VCS students met or exceeded standards in ELA and 13.86% met or exceeded standards in Mathematics. In comparison, 5.17%of English Learners at VCS met or exceeded standards in ELA while 5.17% met or exceeded standards in Mathematics. Furthermore, in ELA, 17.67% of low income VCS students met or exceeded standards in ELA and 10.82% met or exceeded standards in Mathematics. **Scope:** Schoolwide	Services team with to review, refine and establish dedicated supports in response to the school site's student groups most in need. Supplemental diagnostic Funds for materials and resources will be provided to ensure all schools have options for content intervention with a focus on literacy across the content areas. With a systematic intentional approach, VCS expects that low-income, English learner, foster youth and identified specific groups will see improved outcomes in academics, leading to grade level mastery in comparison to overall student outcomes. Specific Student Groups this Action Addresses: English Learners and Hispanic (ELA) African American and Socioeconomically Disadvantaged (Math)	
3.4	**Action:** Targeted Supports for School Climate and Student Engagement **Need:** On the 2024 California Dashboard, Vallejo Charter school received the lowest performance level (red) for Suspension Rate on the Conditions and Climate indicators. Five specific student groups also received this performance level: English Learners, Filipino, Socioeconomically Disadvantaged and Students with Disabilities. Educational partners identified a need for additional staff training and ways to	VCS will provide resources to enhance educational programs focusing on Social Emotional Learning (SEL) with supplemental strategies such as PAX and Kimochis. VCS will also provide intentional focus on student recognition through schoolwide and classroom based awards and goal setting activities. Funds will provide for services and supplies.	2.8, 2.9 VCS will monitor student referrals following staff trainings as well as hold student focus group sessions around school climate.

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
	acknowledge students who are positively contributing to the school environment. **Scope:** Schoolwide		
4.1	**Action:** Parent Engagement Events **Need:** As of May 2025, VCS had an overall average daily attendance rate of 92.01%. Percentages were lower for English learner students in comparison to English Only students and low income students had a lower daily attendance percentage than those families who were not low income. Furthermore, with the action plan to increase EL Education services and structured early literacy work, VCS sees a need to provide engagement activities and education workshops to keep families informed. Educational partner input suggests that parents also want to know what is going on at the school and how they can best support their student. **Scope:** Schoolwide	VCS will work with the school community to identify topics of interest for family engagement and education options. VCS will continue utilizing PIQE as a way to bring resources to Spanish and English speaking families throughout the school year. VCS will utilize family engagement events to collect input and share resources. VCS anticipates these events will have a more impactful outcome on low income and English learner families but will be available schoolwide.	4.2 VCS will provide a survey following each family engagement or education activity.

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
4.2	**Action:** Parent Engagement Staffing **Need:** As mentioned in Action 4.1, VCS educational partners have requested additional options for families to learn about what is going on at Vallejo Charter and how to best support their student. **Scope:** Schoolwide	VCS staff will provide supplemental opportunities including the Art showcases, student led conferences, and family nights. Funds will be provided for extra hours for the staff participating. VCS anticipates these events will have a more impactful outcome on low income and English learner families but will be available schoolwide.	4.2 VCS will provide a survey following each family engagement or education activity.

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
3.2	**Action:** Targeted Services for Multilingual Learners (ML) **Need:** As described in Action 1.3, 5.17% of VCUSD English Learners were proficient on the 2024 ELA CAASPP. Of all VCS English Learners, 7.41% were proficient on the 2024 Summative ELPAC. According to the 2024 California Dashboard, the English Learner student group was one of four VCS student groups that declined in their English Language	The VCUSD Teacher Leaders will work with leadership to analyze individual site data, surface areas of need and develop action steps including but not limited to additional classroom support, tutoring services, site-based professional learning, and additional resources targeted to student needs. VCS will have at least one Bilingual Tutor position to assist EL students in the classroom. The Bilingual Tutor will receive support from site and district staff in prioritizing time based on the needs of EL students at the school site. In the event staff cannot be hired, VCS will utilize contract services to provide additional classroom	3.1 Metrics for implementation include the development of action plans, including the Bilingual Tutor schedule, for each identified group and progress on action steps during the 2024-2025school year.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Arts progress, resulting in 113.7 points below standard. Further analysis of English Learner progress identifies a need to be even more strategic with resources to respond to specific needs of English learner students, such as newcomers and dually identified students (EL and have an IEP). **Scope:** Limited to Unduplicated Student Group(s)	support. VCUSD EL Staff and Special Education staff will develop and implement an action plan to ensure that students who are EL and also have IEP will receive the services and additional support to become English proficient through the traditional or the alternative reclassification process.	
3.3	**Action:** Targeted Services for Foster Youth **Need:** VCS does not have enough foster youth students to measure progress. Given the specialized needs of foster youth, VCS prioritizes targeted funds to address any supplies, materials or transportation needs. **Scope:** Limited to Unduplicated Student Group(s)	VCS will allocate a small amount of funds to provide additional resources to foster youth.	1.4, 1.6 for foster student group VCS will monitor foster youth progress through Student Analytics lab and staff observational data.

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.

Vallejo Charter Schools projected percentage of unduplicated students for 2025-2026 is 78.78%. The additional concentration grant funding allows the school to enhance professional learning for staff through an additional teacher leader position (Action 1.1). VCS will also utilize this funding for classified staff to provide additional adult supervision (Action 2.4).

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	N/A	
Staff-to-student ratio of certificated staff providing direct services to students	N/A	

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	5,369,832.00	1,663,626.00	30.981%	3.441%	34.422%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,848,403.57	$315,770.00	$0.00	$47,954.00	$2,212,127.57	$1,110,840.00	$1,101,287.57

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	Professional Learning	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$212,525.00	$0.00	$166,000.00			$46,525.00	$212,525.00	
1	1.2	EL Education Programming	Low Income	Yes	School wide	Low Income		ongoing	$5,700.00	$46,000.00	$51,700.00				$51,700.00	
1	1.3	Structured Early Literacy Program	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$60,000.00	$10,000.00	$70,000.00				$70,000.00	
1	1.4	Supplemental Learning Software	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.5	Enhanced Arts Programming	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$0.00	$120,000.00	$120,000.00				$120,000.00	
1	1.6	Curriculum Enrichment Programming	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$0.00	$60,000.00	$60,000.00				$60,000.00	
1	1.7	21st Century Technology Environments	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$65,000.00	$335,010.00	$400,010.00				$400,010.00	
2	2.1	Positive School Culture and Climate	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$0.00	$55,000.00	$55,000.00				$55,000.00	
2	2.2	Student Wellness and Mental Health	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$140,416.00	$5,000.00	$145,416.00				$145,416.00	
2	2.3	Student Supervision and Safety	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$210,000.00	$0.00	$210,000.00				$210,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Expeditionary Learning	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
3	3.1	Multi-Tiered Systems of Support (MTSS)	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$280,770.00	$0.00	$140,000.00	$140,770.00			$280,770.00	
3	3.2	Targeted Services for Multilingual Learners (ML)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		ongoing	$130,000.00	$0.00	$130,000.00				$130,000.00	
3	3.3	Targeted Services for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		ongoing	$0.00	$500.00	$500.00				$500.00	
3	3.4	Targeted Supports for School Climate and Student Engagement	English Learners Low Income African American, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities	Yes	School wide	English Learners Low Income		ongoing	$0.00	$404,777.57	$229,777.57	$175,000.00			$404,777.57	
4	4.1	Parent Engagement Events	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		ongoing	$1,429.00	$5,000.00	$5,000.00			$1,429.00	$6,429.00	
4	4.2	Parent Engagement Staffing	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		ongoing	$5,000.00	$0.00	$5,000.00				$5,000.00	

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
5,369,832.00	1,663,626.00	30.981%	3.441%	34.422%	$1,848,403.57	0.000%	34.422 %	**Total:**	$1,848,403.57
								LEA-wide Total:	$0.00
								Limited Total:	$130,500.00
								Schoolwide Total:	$1,717,903.57

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	Professional Learning	Yes	Schoolwide	English Learners Low Income		$166,000.00	
1	1.2	EL Education Programming	Yes	Schoolwide	Low Income		$51,700.00	
1	1.3	Structured Early Literacy Program	Yes	Schoolwide	English Learners Low Income		$70,000.00	
1	1.4	Supplemental Learning Software	Yes	Schoolwide	English Learners Low Income		$20,000.00	
1	1.5	Enhanced Arts Programming	Yes	Schoolwide	English Learners Low Income		$120,000.00	
1	1.6	Curriculum Enrichment Programming	Yes	Schoolwide	English Learners Low Income		$60,000.00	
1	1.7	21st Century Technology Environments	Yes	Schoolwide	English Learners Low Income		$400,010.00	
2	2.1	Positive School Culture and Climate	Yes	Schoolwide	English Learners Low Income		$55,000.00	
2	2.2	Student Wellness and Mental Health	Yes	Schoolwide	English Learners Low Income		$145,416.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Student Supervision and Safety	Yes	Schoolwide	English Learners Low Income		$210,000.00	
2	2.4	Expeditionary Learning	Yes	Schoolwide	English Learners Low Income		$40,000.00	
3	3.1	Multi-Tiered Systems of Support (MTSS)	Yes	Schoolwide	English Learners Low Income		$140,000.00	
3	3.2	Targeted Services for Multilingual Learners (ML)	Yes	Limited to Unduplicated Student Group(s)	English Learners		$130,000.00	
3	3.3	Targeted Services for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		$500.00	
3	3.4	Targeted Supports for School Climate and Student Engagement	Yes	Schoolwide	English Learners Low Income		$229,777.57	
4	4.1	Parent Engagement Events	Yes	Schoolwide	English Learners Foster Youth Low Income		$5,000.00	
4	4.2	Parent Engagement Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income		$5,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,604,665.10	$1,264,524.46

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**	Professional Learning	Yes	$150,000.00	182,623.00
1	**1.2**	EL Education Programming	Yes	$110,000.00	45,200.00
1	**1.3**	Structured Early Literacy Program	Yes	$179,015.00	56,265.50
1	**1.4**	Supplemental Learning Software	Yes	$20,000.00	15,366.75
1	**1.5**	Enhanced Arts Programming	Yes	$165,000.00	121,832.27
1	**1.6**	Curriculum Enrichment Programming	Yes	$182,000.00	260,800.00
1	**1.7**	21st Century Technology Environments	Yes	$121,000.00	61,499.00
2	**2.1**	Positive School Culture and Climate	Yes	$10,000.00	3,000.00
2	**2.2**	Student Wellness and Mental Health	Yes	$141,000.00	142,228.64
2	**2.3**	Student Supervision and Safety	Yes	$126,000.00	203,957.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Experiential Learning	Yes	$90,000.00	30,000.00
3	**3.1**	Multi-Tiered Systems of Support (MTSS)	Yes	$160,609.30	39,609.30
3	**3.2**	Targeted Services for Multilingual Learners (ML)	Yes	$63,000.00	49,143.00
3	**3.3**	Targeted Services for Foster Youth	Yes	$500.00	0
3	**3.4**	Targeted Supports for School Climate and Student Engagement	No Yes	$50,000.00	30,000.00
4	**4.1**	Parent Engagement Events	Yes	$26,540.80	20,000.00
4	**4.2**	Parent Engagement Staffing	Yes	$10,000.00	3,000.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,004,523.00	$1,423,247.10	$1,264,524.46	$158,722.64	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	Professional Learning	Yes	$150,000.00	182,623.00		
1	1.2	EL Education Programming	Yes	$110,000.00	45,200.00		
1	1.3	Structured Early Literacy Program	Yes	$120,000.00	56,265.50		
1	1.4	Supplemental Learning Software	Yes	$20,000.00	15,366.75		
1	1.5	Enhanced Arts Programming	Yes	$165,000.00	121,832.27		
1	1.6	Curriculum Enrichment Programming	Yes	$182,000.00	260,800.00		
1	1.7	21st Century Technology Environments	Yes	$121,000.00	61,499.00		
2	2.1	Positive School Culture and Climate	Yes	$10,000.00	3,000.00		
2	2.2	Student Wellness and Mental Health	Yes	$141,000.00	142,228.64		
2	2.3	Student Supervision and Safety	Yes	$126,000.00	203,957.00		
2	2.4	Experiential Learning	Yes	$90,000.00	30,000.00		
3	3.1	Multi-Tiered Systems of Support (MTSS)	Yes	$39,609.30	39,609.30		

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)
3	**3.2**	Targeted Services for Multilingual Learners (ML)	Yes	$63,000.00	49,143.00		
3	**3.3**	Targeted Services for Foster Youth	Yes	$500.00	0		
3	**3.4**	Targeted Supports for School Climate and Student Engagement	Yes	$50,000.00	30,000.00		
4	**4.1**	Parent Engagement Events	Yes	$25,137.80	20,000.00		
4	**4.2**	Parent Engagement Staffing	Yes	$10,000.00	3,000.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,421,485.00	1,004,523.00	11.040%	40.399%	$1,264,524.46	0.000%	36.958%	$117,730.48	3.441%

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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