

2023–24 Local Control and Accountability Plan Annual Update

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

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Goals and Actions

Goal

Goal #	Description
1	Increase parent and community engagement in improving student outcomes (Priority 3)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1.1 Community Crew Meeting attendance logs</p> <p>ParentSquare usage</p> <p>Charter Council Membership</p> <ul style="list-style-type: none"> Charter Council ELAC PTO <p>EL Implementation Review #16 (Engaging Families and the Community in the life of the School)</p> <p>EL Implementation Review #21 (Communicating Student Achievement)</p> <p>EL Implementation Review #22 (Fostering a cohesive School Vision)</p>	<p>20 attendees</p> <p>ParentSquare no current baseline</p> <p>Charter Council - 5 members</p> <p>ELAC - 3 members</p> <p>PTO - 2 members</p> <p>EL IR # 16 - no current baseline</p> <p>EL IR # 21 - no current baseline</p> <p>EL IR # 22 - no current baseline</p>	<p>Community Crew meetings held each month with the exception of January with an average of 25 families in attendance</p> <p>Parent Square usage 80%</p> <p>Charter council grew to 7 members</p> <p>ELAC remained stable at 3 members</p> <p>PTO membership increased to 4 members</p> <p>EL IR # 16 - Not Collected</p> <p>EL IR # 21 - 96%</p> <p>EL IR # 22 - 71%</p>	<p>Community Crew meetings average 10 families per meeting</p> <p>Parent Square Usage 99%</p> <p>Charter Council grew to 9 members</p> <p>ELAC fluctuated from month to month, high of 9 members</p> <p>PTO membership varies from 8-9 members</p> <p>EL IR # 21 - 70.25%</p> <p>EL IR # 22 - 39.15%</p>	<p>ParentSquare Usage = 98%</p> <p>Charter Council, ELAC, Crew and PTO meetings are in progress. Data will be provided in end of year reporting.</p> <p>Current EL Implementation Review data is not available at the time of the mid-year report.</p> <p>EL IR # 21 - 78%</p> <p>EL IR #22 - 67%</p>	<p>Increase Community Crew attendance by 5%</p> <p>Increase Parent Square usage to 80%</p> <p>Maintain 5 parent members on Charter Council</p> <p>Increase ELAC members to 10 regular attendees</p> <p>Increase PTO membership to 25% of staff and families</p> <p>EL IR #16 - 80% or above</p> <p>EL IR #21 - 80% or above</p> <p>EL IR #22 - 80% or above</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.2 By the end of school year 2023-2024, the parent/guardian participation rate in the LCAP development through responding to the LCAP Feedback Survey Instrument will be greater than or equal to 20%, as measured by the total number of parent/guardian responses divided by student enrollment as of CBEDS.	7%	2%	3%	Survey results are available at end of year reporting.	20%
1.3 By the end of school year 2023-2024, 10% of parents/guardians of students with exceptional needs will attend at least one Community Advisory Committee (CAC) meeting as measured by total number of parents who attend one or more CAC meetings divided by the enrollment of students with	4%	1%	2%	1%	10%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Individualized Education Plans					
1.4 By the end of school year 2023-2024 50% of parents of foster youth will participate in the LCAP development process through an annual survey to determine supports needed for families and students as measured by the number of parents of foster youth that respond to phone survey.	38.1%	43.1%	45%	50%	50%

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Goal Analysis

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

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

In 2023-2024, Vallejo Charter School was able to return to in-person family events for the entire school year. In addition to Back to School night and student led conferences in the Fall, VCS families participated in two families nights, one held in December and a second in May. While VCS had active family participation at the events, the actions in this goal are considered partially implemented. VCS did not have a full time principal for the majority of the school year. Other key staff who plan and facilitate family events and activities were on leave through the end of fall. While events were well-attended, the lack of formal leader and staffing shortages listed meant that events could not be leveraged to enhance parent engagement to the extent planned. Consequently, this action is considered partially implemented.

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.

Vallejo Charter School allocated \$45,333.00 to increase parent and community engagement and spent an estimated \$6,300.00. VCS budgeted for additional staffing support to provide family engagement activities in the fall, but was unable to hire temporary staff to support. Consequently family engagement activities were minimized. Expenditures for both fall and spring activities fell below the planned allocations.

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

Despite staffing vacancies for a majority of the school year, VCS achieved partial implementation of the planned increased services. The actions of Goal 1 were not yet as impactful as is planned. VCS will build upon successful family nights by using intentional stakeholder debrief sessions to track successes and challenges in order to increase buy-in, volunteerism, and event quality for families in 2024-2025.

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

Vallejo Charter School is amending the LCAP goals for the 2024-2027 LCAP to align with the Vallejo City Unified School District Strategic Action plan. In 2024-2027, the majority of actions related to parent and community engagement will be located in Goal 4: Community Centered Education. This goal is aligned to the VCUSD Strategic Plan, Pillar 4. VCS will make the following changes to metrics, desired outcomes and actions, moving actions that were under Goal 1 in the 2021-2024 LCAP to Goal 4 for the 2024-2027 LCAP:

Revisions and/or updates to metrics in the 2024-2025 VCS LCAP are as follows:

Metric 1.1 Community Crew Meeting attendance- this Metric has moved to Goal 4 in the 2024-2027 LCAP in Metrics 4.3, which measures SSC meeting attendance, and Metric 4.4, which measures ELAC meeting attendance

Metric 1.2 Parent/guardian participation rate in LCAP development- this Metric has been discontinued. New Metric 4.1 in the 2024-2027 LCAP measures % 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

Metric 1.3 % of parents/guardians of students with exceptional needs that attend at least one Community Advisory Committee (CAC) meeting- this Metric has moved to Goal 4 in the 2024-2027 LCAP in Metrics 4.6, measuring CAC attendance, and Metric 4.7, which measures parent attendance in IEP meetings

Metric 1.4 % of parents of foster youth that participate in the LCAP development process- this Metric has been discontinued.

Revisions and/or updates to actions in the 2024-2025 VCS LCAP are as follows:

Activities in Actions 1.1, 1.2, and 1.3 have been revised to be in either Action 4.1 (Parent Engagement Events) or Action 4.2 (Parent Engagement Staffing).

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.

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Goals and Actions

Goal

Goal #	Description
2	Create safe, supportive and engaging learning environment for all staff and students. (Priorities 1, 5, and 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 School wide student disaggregated Attendance data	****DATA USED FROM 19-20 SY DUE TO COVID/DISTANCE LEARNING in 20-21 SY****	From 2021-2022 Attendance	From 2022-2023 Attendance	From 2023-2024 Attendance	3% increase in Attendance for all subgroups
School wide student disaggregated suspension data		Whole School: 47% chronic absenteeism	Whole School: 39% chronic absenteeism	Whole School: 29.4% chronic absenteeism	Reduce suspensions in disaggregated populations to reflect their proportional representation.
Effective Learner Survey	From 2019-2020 Attendance	Sub Groups: <ul style="list-style-type: none"> EL learners 44.9% AA: 55.1% Hispanic: 47.3% Low Income: 50% 	Sub Groups: <ul style="list-style-type: none"> EL learners:48.6% AA: 39% Hispanic: 41.7% Low Income: 42.8% 	Sub Groups: <ul style="list-style-type: none"> EL learners:32.9% AA: 33.3% Hispanic: 31.9% Low Income: 32.8% 	
EL Implementation Review #13 (Creating a Community of Learning)	Whole school: 10.1% chronic absenteeism	From 2021-2022 SY Suspensions	From 2022-2023 SY Suspensions	From 2023-2024 SY Suspensions	ELS - Average of 5 across all questions EL IR #13 - 80% or above EL IR #14 - 80% or above EL IR #15 - 80% or above EL IR #17 - 80% or above
EL Implementation Review #14 (Fostering Habits of Scholarship)	Sub Groups: <ul style="list-style-type: none"> EL learners 7.3% SWD 13.1% AA 15.2% Hispanic 9.1% Low income: 9.6% 	Whole Group: 4.9%	Whole Group: 4.7%	Whole Group: 13.63%	
EL Implementation Review #15	From 19-20 SY Suspensions	Subgroups: <ul style="list-style-type: none"> EL Learners: 5.6% SWD: 0% AA: 10.6% 	Subgroups: <ul style="list-style-type: none"> EL Learners: 7.3% SWD: 3.6% 	Subgroups: <ul style="list-style-type: none"> EL Learners: 10.98% 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Building the Culture and Structure of Crew) EL Implementation Review #17 (Creating Beautiful Spaces that Promote Learning)	<p>Whole school: 4.9%</p> <p>Sub Groups:</p> <ul style="list-style-type: none"> EL Learners: 10% SWD: 20% AA: 60% Hispanic 20% Low income: 5.6% <p>Effective Learner Survey - no current baseline</p> <p>EL Education Implementation Review Survey Data: EL IR # 13- no current baseline EL IR # 14- no current baseline EL IR # 15- no current baseline EL IR # 17- no current baseline</p>	<ul style="list-style-type: none"> Hispanic: 33.3% Low income: <p>Effective Learner Survey - no data</p> <p>EL Education Implementation Review Survey Data: EL IR # 13- 69% EL IR # 14- 89% EL IR # 15- 98% EL IR # 17-80%</p>	<ul style="list-style-type: none"> AA: 6.9% Hispanic: 5.2% Low income: 5.8% <p>EL Education Implementation Review Survey Data: EL IR #13 53.8% EL IR #14 65% EL IR #15 87.33% EL IR #17 60%</p>	<ul style="list-style-type: none"> SWD: 20.63% AA: 27.59% Hispanic: 10.14% Low income: 16.08% <p>Current EL Implementation Review data is not available at the time of the mid-year report.</p>	
2.2 Annually 100% of teachers appropriately credentialed for teaching assignments as measured by state credential	98% This data is from School Year 2019-2020.	96% Reflects data as of end of Quarter 3, 2022.	96% Reflects the data as of end of Quarter 3, 2023.	99.94% Reflects current year data.	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
requirements, (accessed through the VCUSD Human Resources database).					
2.3 Annually, 100% of students have access to standards-aligned instructional materials as measured by the Williams Report.	100% This data is from School Year 2019-2020.	100% This data is from the 2021-2022 school year.	100% This data is from the 2022-2023 school year.	100% This data is from the 2023-2024 school year.	100%
2.4 Annually, 100% of facilities in good repair as measured by the Williams Report.	100% Not a Williams School	100% Not a Williams School	100% Not a Williams School	100% Not a monitored Williams School	100%
2.5 Decrease middle school dropout rate to 0% annually as measured by internal calculation.	0% This data was collected from the 2019-2020 school year.	0% This data was collected from the 2020-2021 school year.	0% This data has been collected for the 2022-2023 school year end of Quarter 3.	0% This data has been collected for the 2023-2024 school year.	0%
2.6 By the end of school year 2023-2024, decrease pupil expulsion rate to that equal the State during 2019-2020 which is .1%	0% This data is from School Year 2019-2020.	0% This data is from School Year 2020-2021.	0% This data is as of the end of Quarter 3 2023.	0% This data is from School Year 2023-2024	0%

Goal Analysis

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

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

In 2023-2024, actions under Goal 2, Create safe, supportive, and engaging learning environments for all students and staff, were implemented at varying degrees with successes and challenges:

One action was fully implemented during the 2023-2024 school year, Action 2.1 (Arts Programming) included two contracts to provide a range of visual and performing art activities to every grade level at Vallejo Charter School. VCS students received a total of 660 sessions of instruction during the school day from local field artists that work with Vallejo Teaching Artists. Each semester's projects and productions were showcased at family evening events held in the winter and spring. A second contractor provided coaching and support around arts integration through the Expeditionary Learning (EL) lens, supporting instruction at the middle school level.

The remainder of the actions relied on planning and implementation from a full time site leader. VCS benefitted from consistent support from VCUSD district staff and retired administrators. However, without a full time site leader in place, the following actions are considered partially implemented. Action 2.2 (Experiential Learning) provided for expeditionary learning experiences aligned with the EL curriculum. Out of school experiences were implemented including a ferry trip to Angel Island. With the fluctuation in leadership and staffing, other in-school and outside of school events, including the eighth grade trip to Web of Life Field School, had to be postponed until 2024-2025. Action 2.3 (Student Incentives and Recognition) was initiated in the winter of 2024. Recognition and student interest clubs were started but not fully implemented. Action 2.4 (Staffing) provides for adult supervision and support through the Mental Health Support Provider and Site Safety positions. The MHSP was out for the first part of the year but returned to providing full support and services to students and families in December. Site Safety were not in place at the start of the school year, but joined later. Action 2.7 (Planning and Execution) provided additional services to implement and supervise projects that began after the start of the school year. VCS intends to move to full implementation with staff on campus and activities planned as of the first day of the 2024-2025 school year.

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

Vallejo Charter School allocated \$480,500 in supplemental and concentration grant funding to Goal 2 actions. The estimated actual expenditures are \$427,287. The difference in expenditures is a result of the partial implementation of Experiential Learning activities (\$60,000.00) in Action 2.2. VCS spent an additional \$9,287 in Action 2.7 in order to provide additional adult supervision for activities within and in transition from the school day.

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

Vallejo Charter School overcame logistical challenges to maintain programming related to Goal 2 actions. The VCS community values the partnership with Vallejo Teaching Artists. This collaboration has been in place for years and has provided a consistent opportunity for low-

income, English learner and foster youth students to connect the real world to the content they are learning in the classrooms and communicate in ways beyond the core program. Upon the return of the Mental Health Support Provider (Action 2.4), VCS students returned to receiving supports and services including a full time Wellness Center, classroom SEL delivery, groups and social emotional check-ins. Additional staff provided support and recognition opportunities throughout the school year as well as before and after. While VCS considers these actions impactful towards meeting desired outcomes aligned to Goal 2, actions in this goal were further affected by the lack of a full time administrator. VCS expects accelerated progress with the hiring of a site principal for 2024-2025 and continued implementation with current actions.

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

Vallejo Charter School is amending the LCAP goals for 2024-2027 LCAP to align with the Vallejo City Unified School District Strategic Action plan. The goal associated with many of these actions will focus on Pillar 2: Safe and Supportive Learning Environments. VCS is adding another broad goal aligned to the Strategic Action plan Pillar 1: Equitable Opportunities, Equitable Outcomes. Consequently some actions currently in Goal 2 will be realigned.

Revisions and/or updates to metrics in the 2024-2025 VCS LCAP are as follows:

Metric 2.1 School wide student disaggregated Attendance data- this Metric remains as Metric 2.2 in the 2024-2027 LCAP

Metric 2.2 % of teachers appropriately credentialed for teaching assignments- this Metric remains as Metric 1.1 in the 2024-2027 LCAP

Metric 2.3 % of students have access to standards-aligned instructional materials- this Metric remains as Metric 1.1 in the 2024-2027 LCAP, and uses the CA School Dashboard as the data source

Metric 2.4 Annually, 100% of facilities in good repair as measured by the Williams Report- this Metric remains

Metric 2.5 Middle school dropout rate- this measure remains as Metric 2.4 in the 2024-2027 LCAP

Metric 2.6 Pupil expulsion rate- this Metric remains as Metric 2.7 in the 2024-2027 LCAP

Revisions and/or updates to actions in the 2024-2025 VCS LCAP are as follows:

Action 2.1 (Arts Programming) has been moved to Goal 1, Action 1.5 (Enhanced Arts Programming) to align the action with an instructional broad goal and describe the supplemental activities supplemental and concentration funding will support.

Action 2.2 (Experiential Learning) has been enhanced as Action 2.4 to include experiential learning activities, student clubs and Crew activities.

Action 2.3 (Student Incentives and Recognition) has been moved as a sub action under Action 2.1 (Positive School Culture and Climate).

Action 2.4 (Staffing) has been revised to be more descriptive of the staffing and the expected roles to support student achievement. Action 2.2 (Student Wellness and Mental Health) describes the role of the Mental Health Support Provider. Action 2.3 (Student Supervision and Safety) defines the Site Safety and other adult supervision roles.

Action 2.6 (Foster Youth Support) has been moved to Action 3.3 (Targeted Services for Foster Youth).

Action 2.7 (Planning and Execution) has been removed with the sub actions included in Action 2.2.

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.

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Goals and Actions

Goal

Goal #	Description
3	Increase number of students graduating with A-G requirements met (Priorities 2, 4, 7, and 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>3.1 Students CAASPP data in Math and ELA by grade and overall disaggregated data</p> <p>EL Implementation Review #1 (Choosing, adapting, and enhancing curricula)</p> <p>EL Implementation Review #6 (Planning Effective Lessons)</p> <p>EL Implementation Review #7 (Delivering Effective Lessons)</p> <p>EL Implementation Review #8 (Planning for and Supporting High-Quality Work)</p> <p>EL Implementation Review #9 (Teaching Reading across the Disciplines)</p>	<p>18-19 CAASPP Data Percentage Proficient ELA:</p> <ul style="list-style-type: none"> All ELA 43.0% Grade 3 ELA: 54.8% Grade 4 ELA: 47.4% Grade 5 ELA: 48.2% Grade 6 ELA: 36.6% Grade 7 ELA: 35.1% Grade 8 ELA: 39.6% <p>Percentage Proficient Math:</p> <ul style="list-style-type: none"> All Math 33.4% Grade 3 Math: 69.1% 	<p>21-22 CAASPP Data from CAASPP Website Percentage Proficient ELA:</p> <ul style="list-style-type: none"> All ELA 32.25% Grade 3 ELA: 40% Grade 4 ELA: 26.32% Grade 5 ELA: 41.41% Grade 6 ELA: 43.59% Grade 7 ELA: 22.92% Grade 8 ELA: 21.43% <p>Percentage Proficient Math:</p> <ul style="list-style-type: none"> All Math 23.60% 	<p>22-23 CAASPP Data not yet Available</p> <p>EL IR # 6 - 53%</p> <p>EL IR # 7 - 59%</p> <p>EL IR # 8 - 51%</p> <p>EL IR # 9 - 44.5%</p> <p>EL IR # 10 - 47%</p> <p>EL IR # 11 - 69.2%</p> <p>EL IR # 12 - 66.5%</p> <p>EL IR # 20 - 59%</p>	<p>22-23 CAASPP Data from CAASPP Website Percentage Proficient ELA:</p> <ul style="list-style-type: none"> All ELA: 25.41% Grade 3 ELA: 15.68% Grade 4 ELA: 21.95% Grade 5 ELA: 17.40% Grade 6 ELA: 38.18% Grade 7 ELA: 27.78% Grade 8 ELA: 28.33% <p>Percentage Proficient Math:</p> <ul style="list-style-type: none"> All Math 16.13% 	<p>Student Math and ELA CAASPP data will improve by 5 percentage points in each grade level.</p> <p>Percent of students scoring in the Not Met categories will decrease by 10% in all sub groups</p> <p>EL IR # 1- 80% or above</p> <p>EL IR # 6- 80% or above</p> <p>EL IR # 7- 80% or above</p> <p>EL IR # 8- 80% or above</p> <p>EL IR # 9- 80% or above</p> <p>EL IR # 10- 80% or above</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Implementation Review #10 (Teaching Writing across the Disciplines) EL Implementation Review #11 (Teaching Mathematics) EL Implementation Review #12 (Differentiating Instruction and Supporting All Students) EL Implementation Review #20 (Using Assessments to Boost Student Achievement)	<ul style="list-style-type: none"> Grade 4 Math: 36.8% Grade 5 Math: 18.2% Grade 6 Math: 9.2% Grade 7 Math: 31.6% Grade 8 Math: 22.4% Disaggregated Data ELA: <ul style="list-style-type: none"> AA : 35.9% , Hispanic: 35.9% SWD: 14.3% EL Learners: 4.2% Economic Disadvantage: 36.2% Disaggregated Data Math <ul style="list-style-type: none"> AA: 24.4% Hispanic: 25.9% SWD: 14.2% EL Learners: 4.4% Economic Disadvantage: 27.2% 	<ul style="list-style-type: none"> Grade 3 Math: 40% Grade 4 Math: 21.06% Grade 5 Math: 20.83% Grade 6 Math: 30.77% Grade 7 Math: 28.57% Grade 8 Math: 2.44% Disaggregated Data ELA: <ul style="list-style-type: none"> AA : 24% Hispanic: 26.54% SWD: 5% EL Learners: 6.06% Economic Disadvantage: 23.27% Disaggregated Data Math <ul style="list-style-type: none"> AA: 13.2% Hispanic: 17.85% SWD: 15% 		<ul style="list-style-type: none"> Grade 3 Math: 13.72% Grade 4 Math: 14.29% Grade 5 Math: 13.05% Grade 6 Math: 14.55% Grade 7 Math: 18.18% Grade 8 Math: 21.31% Disaggregated Data ELA: <ul style="list-style-type: none"> AA: 15.72% Hispanic: 21.53% SWD: 5% EL Learners: 4.55% Economic Disadvantage: 22.77% Disaggregated Data Math <ul style="list-style-type: none"> AA: 6.95% 	EL IR # 11- 80% or above EL IR # 12- 80% or above EL IR # 20- 80% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL IR # 1 - no current baseline EL IR # 6 - no current baseline EL IR # 7- no current baseline EL IR # 8 - no current baseline EL IR # 9- no current baseline EL IR # 10- no current baseline EL IR # 11- no current baseline EL IR # 12- no current baseline EL IR # 20- no current baseline	<ul style="list-style-type: none"> EL Learners: 3.03% Economic Disadvantage: 19.38% EL IR # 1 - Not assessed EL IR # 6 - 69.2% EL IR # 7 - 70.8% EL IR # 8 - 63.2% EL IR # 9 - 51% EL IR # 10 - 46% EL IR # 11 - 69.4% EL IR # 12 - 82% EL IR # 20 - 72.75%		<ul style="list-style-type: none"> Hispanic: 16.55% SWD: 4.88% EL Learners: 4.44% Economic Disadvantage: 13.22% 23-24 EL Implementation Review data: EL IR # 6 - 61% EL IR # 7 - 61% EL IR # 8 - 55.5% EL IR # 9 - 66.6% EL IR # 10 - 50% EL IR # 11 - 55.6% EL IR # 12 - 72.2% EL IR # 20 - 77.7%	
3.2 Site level plans will contain actions for Common Core State Standards implementation for all students, including English Learners, with aligned professional development annually, as measured by an annual review of plans by Teaching and	100% This data is based on plan approved Spring 2020.	100% This data is based on plan approved Spring 2021.	100% This data is based on plan approved Spring 2022.	100% This data is based on plan approved Spring 2023.	100% of Site Plans

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learning Division staff.					
3.3 By the Spring 2023 CAASPP administration, English Learners will access Common Core and ELD standards for purposes of gaining academic content and English Language proficiency as evidenced by 7 percentage points or more growth of students meeting or exceeding standard on all CAASPP assessments by students with ELPAC level 3 as reported in the VCUSD student information system.	CAASPP ELA - 0% Math - 3.33% This data is based on the 2018-19 school year.	CAASPP ELA - 0% Math - 3.33% This data is based on the 2018-19 school year.	CAASPP ELA - 6.06% Math - 3.03% This data is based on the 2021-22 school year.	Data in progress.	CAASPP ELA 29.9% Math 43.5% Science 8.0%
3.4 Based on ELPAC testing for the 2023-2024 school year, the percentage of English Learners making progress of one level as measured by the	36% (CELDT) This data is from school year 2018-2019 and is based on a different metric than	27.7% (ELPAC) This data is from the 2020-2021 school year. The data was not available in DataQuest, so it was	44.8% (ELPAC) This data is from the 2021-2022 school year.	31.5% This is data from the 2022-2023 school year.	46%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC will increase by 10 percentage points or more as reported in DataQuest.	will be used moving forward. *VCUSD data used due to small size of VCS student group	pulled from Elevation, our local system for storing data about English Learners. When this data is available in DataQuest and if the calculation is different we will update this metric. *VCUSD data used due to small size of VCS student group	*VCUSD data used due to small size of VCS student group	California Dashboard data.	
3.5 By the end of the 2023-2024 school year, the English Learner reclassification rate will increase by 10 percentage points or more based on local reclassification criteria.	14% (CELDT) This data is based on scores from the 2018-19 school year. A different metric than will be used moving forward.	14% (ELPAC) Data from 2019-20	11.1% (ELPAC) This data is from the 2021-2022 School year. *Challenges in accessing students for one on one testing led to low numbers of students being assessed.	9.7% (ELPAC) This is data from 2022-2023 school year.	24%
3.6 By school year 2023-2024, 100% of General Education students are enrolled in, and 95% of students with IEPs are	General Education Students 97% Students with IEPs 95%	General Education Students 100% Students with IEPs 95%	General Education Students 100% Students with IEPs 95%	General Education Students 100% Students with IEPs 95%	General Education Students 100% Students with IEPs 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enrolled in, a broad course of study including courses described under Sections 51210 and 51220(a)-(i) as evidenced by course schedules in Aeries.	This data is based on the school year 20-21.	This data is based on school year 21-22.	This data is based on school year 2022-2023	This data is based on the 2023-2024 school year.	
3.7 By the end of school year 2023-2024, 95% of students with exceptional needs, and will have access to and be enrolled in Common Core Standards aligned courses as measured by course placements in Aeries.	100% This data is based on school year 20-21.	100% This data is based on school year 21-22.	100% This data is based on 2022-2023 school year.	95% This data is based on school year 23-2	100%
3.8 By the end of school year 2023-2024, 95% of students with exceptional needs, and will have access to and be enrolled in Common Core Standards aligned courses as measured by course placements in Aeries.	% K-8 students 95% This data is based on school year 20-21.	% K-8 students 95% This data is based on school year 21-22.	% K-8 students 95% This data is based on school year 22-23.	% K-8 students 95% This data is based on current status of the 2023-2024 school year.	95%

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Goal Analysis

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

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

In 2023-2024, the seven actions listed under Goal 3, Increase the number of students graduating college and/or career ready, were implemented at varying degrees with successes and challenges:

Actions 3.1 (Staffing), 3.2 (Bilingual Tutor), 3.5 (Professional Development), and 3.7 (Curriculum Enrichment Teacher) were all in implementation as of Spring 2024. Vallejo Charter School utilized one-time Expanded Learning Opportunities Grant funds to provide a portion of the funding for three teaching assistants who focused on supporting early literacy on campus. VCS was able to maintain a Library Media Tech position to support twenty-first century learning both in the classrooms and at the school library. By November 2024, VCS hired a Bilingual Tutor to push in to classrooms to support English learners as they worked with grade level literacy and math tasks. VCS also hired a part-time teacher leader to provide coaching to primary classrooms. By the second semester, VCS increased students access to curriculum enrichment through physical education with a full time teacher. Classroom teachers were released to meet with Teacher Leaders or other classroom teachers for coaching, collaboration and planning. Considering these positions were not in place with a consistent schedule in August 2023, VCS considers these actions in process as opposed to fully implemented.

Action 3.4 (EL Education Contract), Action 3.5 (Professional Development) and Action 3.6 (Planning and Execution) were also partially implemented. The Expeditionary Learning (EL) Education contract was processed for the school year and provided on-site coaching, professional learning, and planning as well as conference opportunities for VCS teachers. Following a year of inconsistent staffing from the vendor, EL Education has provided VCS with a consistent coach. Given the school site was without a principal, areas of the 2023-2024 work plan were not addressed which had an effect on activities in Action 3.5 and 3.6. With noted structures in place, VCS will move towards full implementation in 2024-2025.

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.

VCS allocated \$617,478.00 to the actions in Goal 3, Increase the number of students graduating college and/or career ready. The estimated actual expenditures for 2023-2024 were \$444,895.00. In analysis of the substantive difference in expenditures of \$172,583.00, the following actions were impacted due to use of other funding sources and costs of salaries:

Action 3.5 provided for the cost (salary and benefits) of a teacher leader. The school district changed how it funded those positions across all school sites and covered the cost through district funding sources. This amounted to a change of \$130,000.00 in supplemental and concentration funds. Furthermore, VCS intended to hire a second designated sub to provide release for grade level teams. This position was not filled. Hiring after the school year as well as hiring part time as opposed to full time staff impacted costs for Actions 3.2 and 3.5. VCS expended more in Action 3.1 (\$120,000 as opposed to \$64,0880) due to expiring COVID-relief resources and increased salary and benefit costs.

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

While VCS saw progress in Goal 3 on the implementation of current actions in the third year of a 3-year LCAP cycle, opportunities for growth in student academic outcomes and effectiveness based on metrics will inform the 2024-2027 LCAP planning. In 2023-2024, VCS was able to increase coaching services to teachers through the hiring of multiple coaches with varying areas of expertise. VCS saw progress in students' literacy assessments in the primary grades and expect that progress to impact desired outcomes for CAASPP in future years, including implementation of the EL Model. VCS was able to send staff to EL institutes, seminars, and conferences throughout the school year to accelerate new teacher understanding of the EL Education programming. VCS expects that with consistent leadership, this training will lead to impactful outcomes in 2024-2025. Given the overall inconsistency in staffing and implementation, VCS will plan for these increased services to continue into 2024-2025 to be fully implemented and marking progress towards desired outcomes.

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

Vallejo Charter School is amending the LCAP goals for 2024-2027 LCAP to align with the Vallejo City Unified School District Strategic Action plan. Given the prioritization of instruction, these actions will fit under the new Goal 1 and associated with many of these actions is Pillar 3: Vibrant Culture of Teaching and Learning. VCUSD is adding another broad goal, Goal 3, aligned to the Strategic Action plan Pillar 1: Equitable Opportunities, Equitable Outcomes. Actions currently in Goal 3 will be realigned to one of these two goals.

Revisions and/or updates to metrics in the 2024-2025 VCS LCAP are as follows:

Metric 3.1 Students CAASPP data in Math and ELA by grade and overall disaggregated data- this Metric has been revised to identify specific student groups in the lowest performance level in ELA and Math from the CA School Dashboard Report Year 2022-2023, and is under Goal 1 as Metric 1.4 in the 2024-2027 LCAP.

Metric 3.2 Site level plans will contain actions for Common Core State Standards- this Metric will be discontinued for the 2024-2027 LCAP

Metric 3.3 By the Spring 2023 CAASPP administration, English Learners will access Common Core and ELD standards- this Metric will be discontinued for the 2024-2027 LCAP

Metric 3.4 Percentage of English Learners making progress of one level- this Metric remains as Metric 3.1 in the 2024-2027 LCAP.

Metric 3.5 English Learner reclassification rate- this Metric remains as Metric 3.3 in the 2024-2027 LCAP

Metric 3.6 % of General Education students enrolled in a broad course of study including courses described under Sections 51210 and 51220(a)-(i)- this Metric remains as Metric 3.4 in the 2024-2027 LCAP

Metrics 3.7 % of students with exceptional needs that have access to and are enrolled in Common Core Standards and 3.8 % of students with exceptional needs that have access to and are enrolled in Common Core Standards- these Metrics have been replaced with Metrics 3.6, % of staff who participate in professional development that includes intervention strategies for English Learner students and 3.7, % of staff who participate in professional development that includes intervention strategies for students with disabilities in the 2024-2027 LCAP.

Revisions and/or updates to actions in the 2024-2025 VCS LCAP are as follows:

Action 3.1 (Staffing) has been revised to be more descriptive of the staffing and the expected roles to support student achievement. Action 1.3 (Structured Early Literacy Program) describes the role of the Teaching Assistants. Action 1.7 (21st Century Technology Environments) outlines the role of the Library Media Technician.

Action 3.2 (Bilingual Tutor) has moved to Goal 3, Action 3.2 (Targeted Services for Multilingual Learners).

Action 3.3 (On-line Software) has been revised as Action 1.4 (Supplemental Software).

Action 3.4 (EL Education Contract) has been revised as Action 1.2 (EL Education Programming).

Action 3.5 (Professional Development) has been enhanced as Action 1.1 (Professional Learning) with additional collaborative focus on ELA and Math to address needs of specific student groups.

Action 3.6 (Planning and Execution) has been removed with activities included in Action 1.1 (Professional Learning), Action 1.2 (EL Education), and Action 3.1 (Multi-Tiered Systems of Support).

Action 3.7 (Curriculum Enrichment Teacher) has been enhanced as Action 1.6 (Curriculum Enrichment Programming) to include a teacher and curriculum enrichment resources.

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.

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Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023