Vallejo Charter School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Vallejo Charter School
Street	400 Rickover Street
City, State, Zip	Vallejo, CA 94592
Phone Number	(707) 556-8620
Principal	Janice Lubin
Email Address	jlubin@vcusd.org
School Website	www.vcusd.org/vcs
Grade Span	
County-District-School (CDS) Code	48705810115469

2025-26 District Contact Information

District Name	Vallejo Charter School (Vallejo City Unified School District)
Phone Number	(707) 556-8921
Superintendent	Ruben Aurelio
Email Address	raurelio@vcusd.org
District Website	www.vcusd.org

2025-26 School Description and Mission Statement

Welcome to Vallejo Charter School

We are a unique Transitional Kindergarten–8th grade learning community founded in 2007 by dedicated Vallejo community members. As part of the Vallejo City Unified School District, we proudly serve approximately 505 students.

Vallejo Charter School is an EL Education school. Formerly known as Expeditionary Learning, EL Education is built on three Dimensions of Student Achievement: Mastery of Knowledge and Skills, Character, and High-Quality Work. Grounded in these dimensions, learning is challenging, active, meaningful, collaborative, and public. Throughout their journey, students develop as effective learners, ethical people, and contributors to a better world.

In the EL Education model, the arts are embraced as a vital part of learning and life. At Vallejo Charter School, students participate in visual and performing arts each week, enriching both their academic and personal growth.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	40
Grade 1	18
Grade 2	28
Grade 3	29
Grade 4	47
Grade 5	32
Grade 6	51
Grade 7	61
Grade 8	44
Total Enrollment	350

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.8
Male	45.5
Asian	3.4
Black or African American	18.3
Filipino	7.5
Hispanic or Latino	42.4
Native Hawaiian or Pacific Islander	0.7
Two or More Races	3.4
White	6.5
English Learners	18.8
Homeless	0.7
Socioeconomically Disadvantaged	61.2
Students with Disabilities	10.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.1	82.71	378.2	71.26	234405.2	84
Intern Credential Holders Properly Assigned	0	0.49	22.4	4.23	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	11.13	64.6	12.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	5.62	29.9	5.64	11953.1	4.28
Unknown/Incomplete/NA	0	0	35.4	6.69	15831.9	5.67
Total Teaching Positions	18.3	100	530.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.3	66.62	360.5	68.03	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.6	2.76	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5	32.15	83.1	15.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.51	28.1	5.32	11746.9	4.23
Unknown/Incomplete/NA	0.1	0.64	43.4	8.2	14303.8	5.15
Total Teaching Positions	15.5	100	529.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	5	
Misassignments	1.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	2.00	5	

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0	
Local Assignment Options	0.40	0	
Total Out-of-Field Teachers	1.00	0	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.5	20.3	20.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.1	17.6	17.6

Note: For more information refer to the Updated Teacher Equity Definitions web page at
https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the LCAP. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials. EL materials are also available.

Year and month in which the data were collected	November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Journeys/2017 EL Modules 2024	0
Mathematics	Amplify Desmos 2026	0
Science	K-5th: Twig Science/2020 6-8th: Amplify Science/2020	0
History-Social Science	K-5 Pearson myWorld /2019 6th National Geographic Ancient Civilizations /2019 7th National Geographic Medieval to Early Modern Times /2019 8th National Geographic American Stories /2019	0
Visual and Performing Arts	Courses and curriculum provided by contracted artists	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

VCS is located on the former Mare Island Campus. The school has permanent buildings that house our classrooms, visual and performing arts, and childcare. The school has wireless internet that services students and staff one-on-one Chromebooks.

The custodial staff at VCS keeps the school clean of debris and vandalism. The VCUSD Maintenance and Grounds Departments periodically visit the VCS site to ensure that the grounds and facilities are in full working order. Needed repairs are posted in the district work order system, and VCUSD staff report to our campus to complete any necessary repairs.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	September 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	22	23	27	27	47	48
Mathematics (grades 3-8 and 11)	14	14	19	20	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	288	284	98.61	1.39	22.89
Female	128	126	98.44	1.56	32.54
Male	160	158	98.75	1.25	15.19
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	73	71	97.26	2.74	12.68
Filipino	23	23	100.00	0.00	52.17
Hispanic or Latino	142	141	99.30	0.70	17.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	27	96.43	3.57	40.74
English Learners	61	60	98.36	1.64	3.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	233	229	98.28	1.72	19.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	47	97.92	2.08	14.89

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	288	284	98.61	1.39	14.44
Female	128	126	98.44	1.56	15.87
Male	160	158	98.75	1.25	13.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	73	71	97.26	2.74	12.68
Filipino	23	23	100.00	0.00	21.74
Hispanic or Latino	142	141	99.30	0.70	12.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	27	96.43	3.57	22.22
English Learners	61	60	98.36	1.64	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	233	229	98.28	1.72	12.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	47	97.92	2.08	19.15

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	12.87	18.37	13.92	15.11	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	101	98	97.03	2.97	18.37
Female	45	43	95.56	4.44	25.58
Male	56	55	98.21	1.79	12.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	25	23	92.00	8.00	26.09
Filipino	--	--	--	--	--
Hispanic or Latino	47	47	100.00	0.00	8.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	23	23	100.00	0.00	8.70
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	73	96.05	3.95	15.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	18.75

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	95.3	76.7	95.3	100
Grade 7	100	98.4	92.1	100	93.7

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Our parents are valued partners and advocates for the success of our students and school programs. Parents have several opportunities to become involved at school. We encourage parents to take an active role in our Parent Teacher Organization (PTO), Charter Council, and/or our English Learners Advisory Council (ELAC). We also invite parents to volunteer their time by providing assistance in classrooms, in our library, and on the playground. We have winter and spring Celebrations of Arts and culture, at which parent volunteers are relied on. We also recruit family and community members to be panelists in our 8th-grade passages presentations.

Please contact the school at (707) 556-8620 for information regarding organized opportunities for parental involvement.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.17%	13.16%		7.67%	6.2%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.05%	0.05%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		0
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Vallejo Charter School has an active School Safety Committee comprised of the Principal, Office Staff, Custodian, Teachers and parents. We are an integral part of our community and collaborate closely alongside the Vallejo City Unified School District, the Vallejo Police Department, and the Vallejo Fire Department. The Site Safety Plan is posted on our website and reviewed, updated, and approved by VCUSDs School Board annually. The plan is shared with all staff at the beginning of the year and reviewed periodically. Students are taught proper steps and protocols at the beginning of the year with periodic reviews.

The school site participates in monthly safety procedures, such as fire drills, shelter-in-place drills, and earthquake drills. During each practice, the exit, transition, and gathering of students is recorded. Our site has a "sweep team" to ensure that all students are accounted for and safe. Emergency kits in the classroom are fully stocked, and all teachers and office staff have updated copies of student emergency cards and contact numbers. Each teacher has a "buddy system" in order to assist one another. Students are also taught how to conduct themselves in an emergency, whether they be in the restroom, on the playground, or in the corridors. Vallejo Charter School also utilizes the Parent Square Telephone Call-Out system to notify parents of any emergencies.

All visitors to VCS are required to check in at the front office, where identification is checked by office staff. All visitors to VCS must sign in and out and wear a name badge at all times. Visitors without name badges are asked to return to the VCS office for proper check-in procedures.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	0	1	0
1	26	0	1	0
2	25	0	2	0
3	17	1	2	0
4	20	1	1	0
5	21	1	1	0
6	29	0	14	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	1	0
1	31	0	1	0
2	28	0	1	0
3	26	0	2	0
4	27	0	2	0
5	25	0	2	0
6	26	0	2	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	16	1		
K	26		1	
1	19	1		
2	28		1	
3	31		1	
4	32	1	1	
5	32	1	1	
6	29		2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$1,291.87	$627.34	$$664.53	$75,885
District	N/A	N/A		$89,179
Percent Difference - School Site and District	N/A	N/A		-10.4
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A		-22.1

Fiscal Year 2024-25 Types of Services Funded

Vallejo Charter School receives Federal and State funds to support its programs. Although resources are limited, we allocate them thoughtfully to uphold our founding principles. Funding decisions are made collaboratively, with input from all stakeholders. These funds support our EL Education model, the Arts, Teacher Leader initiatives, before and after school intervention programs, staff professional development, and student fieldwork experiences. In addition, funds are used to provide release time for teachers to collaborate in grade-level teams.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$59,813	$62,145
Mid-Range Teacher Salary	$85,679	$97,088
Highest Teacher Salary	$111,308	$120,436
Average Principal Salary (Elementary)	$140,845	$151,343
Average Principal Salary (Middle)	$142,764	$159,514
Average Principal Salary (High)	$157,447	$177,261
Superintendent Salary	$306,368	$294,805
Percent of Budget for Teacher Salaries	22.7%	29.95%
Percent of Budget for Administrative Salaries	5.54%	5.4%

Professional Development

Teachers participate in all district professional development, and we also receive professional development through EL Education. Each year, we contract with an EL School Designer who partners with our Instructional Leadership Team to identify a problem of practice that will guide our professional learning. Together, we establish clear learning targets for teachers to implement and create an inquiry cycle to monitor progress, including reviewing instructional practices and analyzing student data. This cycle may span the full year or be adjusted for shorter-term focus areas based on findings.

Classroom walkthroughs are routinely conducted by the Principal, Teacher Leader, Learning Walk Teams, and other district personnel. These visits follow a predetermined schedule and are accompanied by thoughtful, specific feedback aimed at strengthening teacher efficacy and improving student outcomes.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	30	31	31