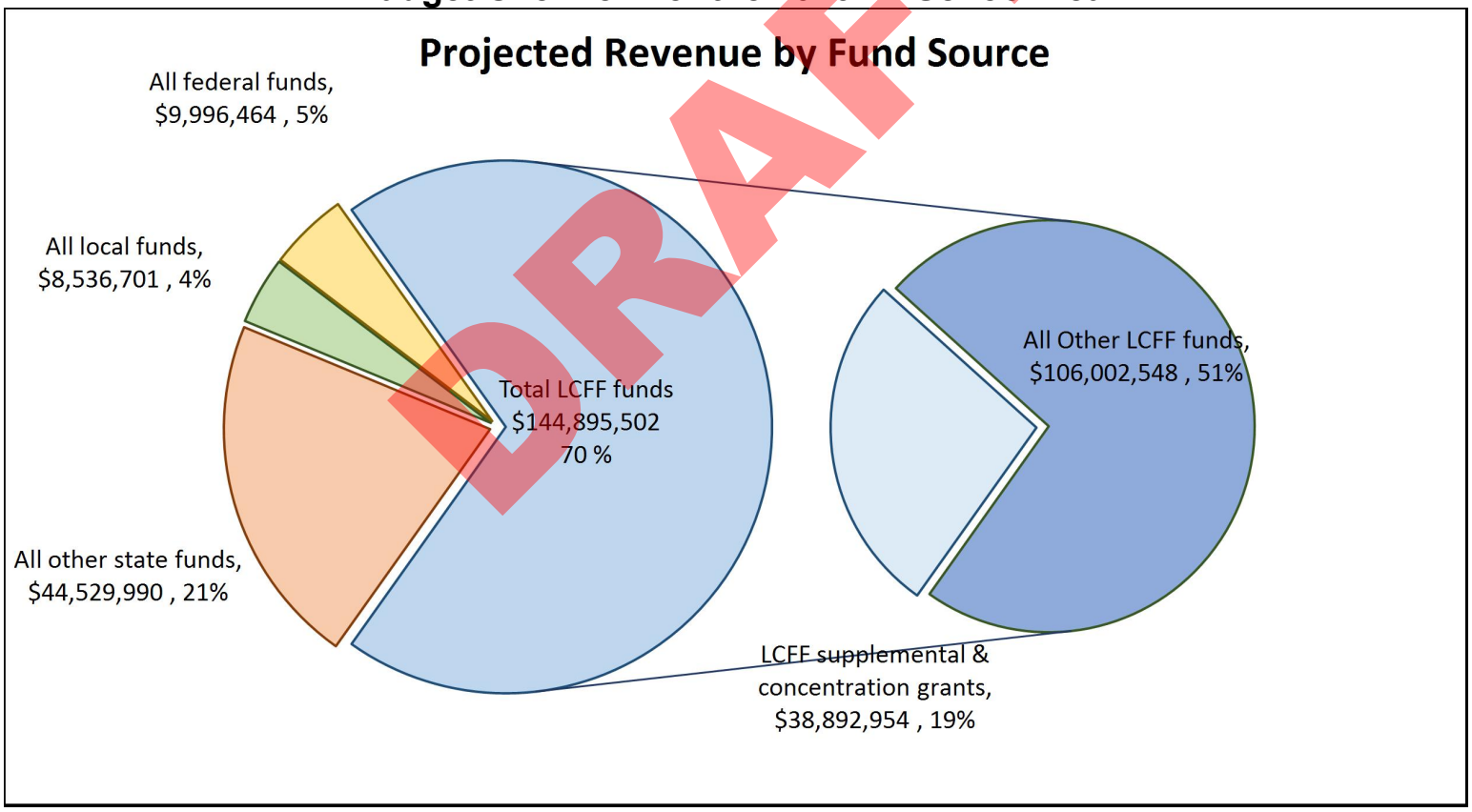
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vallejo City Unified School District
CDS Code: 48705810000000
School Year: 2026-27
LEA contact information:
Rubén Aurelio
Superintendent
HTopacio@vcusd.org
707.556.8921 Ext. 50003

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 2026-27 School Year

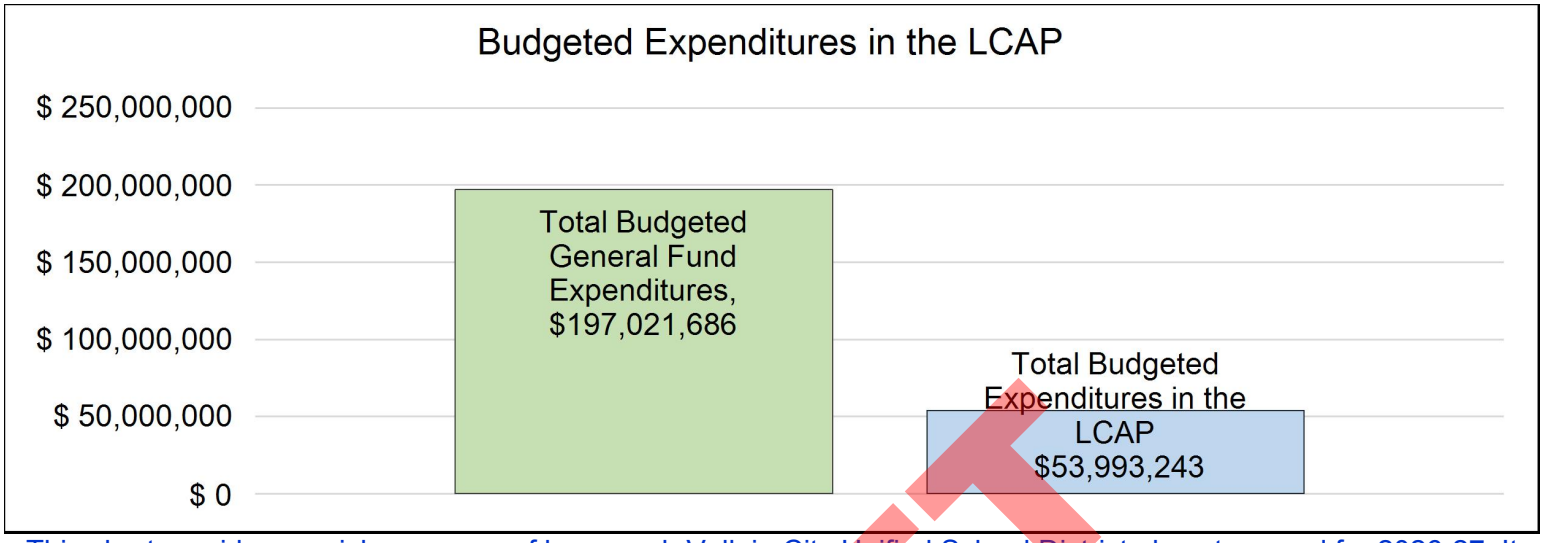


This chart shows the total general purpose revenue Vallejo City Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vallejo City Unified School District is $207,958,657, of which $144,895,502 is Local Control Funding Formula (LCFF), $44,529,990 is other state funds, $8,536,701 is local funds, and $9,996,464 is federal funds. Of the $144,895,502 in LCFF Funds, $38,892,954 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 City Unified School District plans to spend for 2026-27. 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 City Unified School District plans to spend $197,021,686 for the 2026-27 school year. Of that amount, $53,993,242.85 is tied to actions/services in the LCAP and $143,028,443.15 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 2026-2027 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 2026-27 School Year

In 2026-27, Vallejo City Unified School District is projecting it will receive $38,892,954 based on the enrollment of foster youth, English learner, and low-income students. Vallejo City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Vallejo City Unified School District plans to spend $49,113,419.85 towards meeting this requirement, as described in the LCAP.

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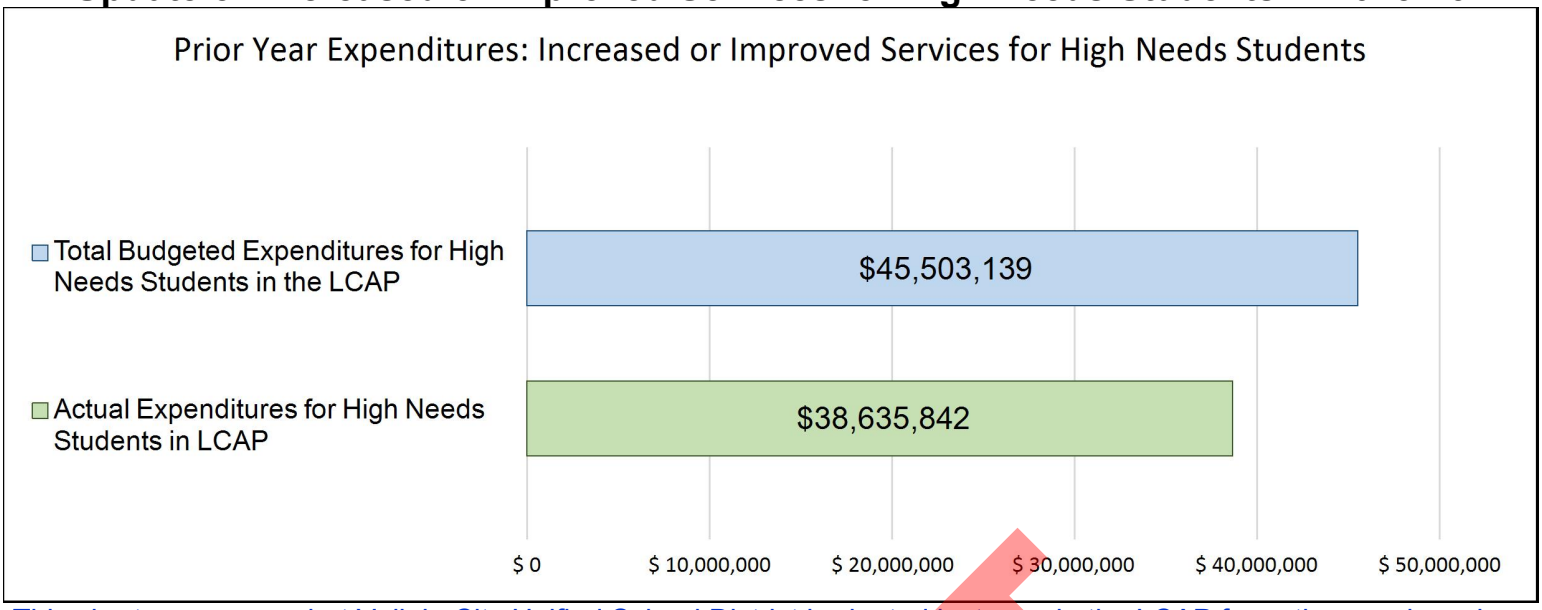
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 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 2025-26, Vallejo City Unified School District's LCAP budgeted $45,503,139 for planned actions to increase or improve services for high needs students. Vallejo City Unified School District actually spent $38,635,842 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $6,867,297 had the following impact on Vallejo City Unified School District's ability to increase or improve services for high needs students:

In reviewing the total planned contributing expenditures against the estimated actual expenditures, VCUSD identified a material difference of approximately $6.87 million. This under-expenditure was not due to a lack of planned services, but was primarily driven by two implementation challenges. First, ongoing staffing challenges resulted in unexpected vacancies across several contributing actions. Second, actual salary and benefit costs for newly hired staff came in lower than initially projected. Additionally, VCUSD achieved strategic savings by utilizing available one-time funding, such as the Educator Effectiveness Block Grant, to cover professional learning costs that were originally budgeted in the LCAP (Action 1.7).

To address the resulting carryover, VCUSD is working closely with the Solano County Office of Education (SCOE) to ensure these unspent funds are directly reinvested into the 2026-2027 LCAP. The carryover is explicitly budgeted to enhance targeted academic interventions, expand extended learning offerings, and provide additional Tier 1 and Tier 2 socio-emotional supports principally directed at accelerating outcomes for our English learners, foster youth, and low-income students.

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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 City Unified School District	Rubén Aurelio Superintendent	RAurelio@vcusd.org 707.556.8921 Ext. 50003

Plan Summary [2026-27]

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.

Recognized as one of the most diverse cities in the country, the city of Vallejo has approximately 124,886 residents. Situated on the northeastern side of the San Francisco Bay Area, the city is surrounded by a wealth of natural, economic, and educational resources. Having the lowest median per capita income of Solano County cities, Vallejo is experiencing an increase in housing prices as Bay Area residents seek out affordable housing. This brings both promise and challenges as transiency rates among low-income families rise.

Vallejo City Unified School District (VCUSD) serves approximately 9,100 students in grades transitional kindergarten through twelve. Representative of the city in which they live, students bring to school with them various backgrounds and experiences. The ethnic breakdown of the student population is 55% Latino, 19% African American, 11% Filipino, and 15% other student groups including Asian, Native American, Pacific Islander and White. Approximately 80% of the students in the district are socioeconomically disadvantaged, 27% of students are English Learners, and 1% are foster youth.

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. The Governing Board asked that the plan be driven by community input, developed by community leaders, and focused on actionable goals that can be achieved in five years. Because this is the first strategic plan VCUSD 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.

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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. Additionally, organizational performance indicators provided quantitative measures to inform the evaluation process; these were 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 LCAP broad goals as of the 2024-2025 school year. 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.

Approximately 747 classified staff and 520 teachers work with students to provide an outstanding education. Parents and students are provided with multiple educational options. In addition to ten neighborhood elementary schools and a middle school, there are three Transitional Kindergarten through 8th grade schools with themes being Expeditionary Learning, dual immersion, and student leadership. There is also a program that allows students to receive their instruction virtually. High school options include two comprehensive high schools, and a continuation high school. VCUSD also has an adult school.

On-going declining enrollment has led VCUSD Leadership to recommend a fiscal stabilization plan. This plan included staff reductions as well as school closures and consolidation. At the VCUSD Board of Education Meeting on December 17, 2025, the VCUSD Governing Board voted to close Annie Pennycook Elementary, Highland Elementary, and Lincoln Elementary schools. These school closures were confirmed at a follow-up meeting on April 1, 2026.

Vallejo parents and the community are involved in the schools and take an active role in participating through volunteer opportunities, providing feedback, participating in workshops and events and serving on advisory committees. At every school, there are structures for parents/guardians to provide feedback and hold leadership roles through School Site Councils, and English Learner Advisory Committees. VCUSD staff are also active members of these groups.

In Spring 2026, Lincoln Elementary and John Finney Continuation High School qualified for Equity Multiplier funding. This funding is provided to school sites based on the schools' stability rate and percentage of students socioeconomically disadvantaged. Due to the fact that Lincoln Elementary will close as of June 2026, there will be no actions for that school included in the 2026 LCAP. Funds for Lincoln Elementary will be returned to the California Department of Education (CDE). John Finney Continuation High School utilized educational partner feedback to develop site-specific focus goals and actions for improvement. The Equity Multiplier funding is outlined as part of a set of focus goals in the 2026 VCUSD LCAP to provide evidence-based services and support for students at that school.

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Reflections: Annual Performance

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

VCUSD recognizes the efforts of both students and staff that yielded growth in several areas of annual performance based on a review of the 2025 California School Dashboard and local data outcomes of the 2025-2026 school year:

Academic Performance:

English Language Arts
2025 California Dashboard Overall Academic Performance for English Language Arts -
VCUSD was designated in the Orange performance level overall on the California Dashboard in English Language Arts (ELA). This is an increase in progress made in 2023-2024. ELA performance increased 6.1 points. 25.81% of students met or exceeded standard on the ELA California Assessment of Student Performance and Progress (CAASPP) for 2025.

2025-2026 Local Data as a predictor for 2026 CAASPP: Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Assessment for English Language Arts-
The Fall baseline for 2025-26 was 27.92% for students in 3rd-8th and 11th grade. As of the second NWEA assessment administration ending January 31, 2026, VCUSD demonstrated an overall performance level of 32.4% who met or exceeded the standard.

Mathematics
2025 California Dashboard Overall Academic Performance for Mathematics -
In the area of Mathematics, VCUSD moved up to the Yellow performance level from the Orange designation in 2023-2024. Mathematics performance increased 4.1 points. 18.76% of students met or exceeded standard on the Mathematics California Assessment of Student Performance and Progress (CAASPP) for 2025.

2025-2026 Local Data as a predictor for 2026 CAASPP: Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Assessment for Mathematics-
The Fall baseline for 2025-26 was 14.4% for students in 3rd-8th and 11th grade. As of the second NWEA assessment administration ending January 31, 2026, VCUSD demonstrated an overall performance of 14.67% who met or exceeded the standard.
English Learner (EL) Progress

2025 California Dashboard Overall Academic Performance for English Learner Progress - English Learner Progress maintained from the 2024 California Dashboard by 1.5%. In the 2025 Dashboard, 39.3% of all English Learner Students are reported as making progress towards English language proficiency. The English Learner Progress Indicator was maintained at the Orange performance level. 6.78% of EL students met or exceeded standard on the ELA California Assessment of Student Performance and Progress (CAASPP) compared to 5.58% in 2024.

2025-2026 Local Data as a predictor for 2026 English Learner Progress: Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Assessment for English Language Arts-

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The Fall baseline for 2025-26 was 6.85% for all students that took the assessment. As of the second NWEA assessment administration ending January 31, 2026, VCUSD demonstrated an overall performance of 9.15% who met or exceeded the standard. This is an increase of almost 6 percentage points from the same assessment period in Winter 2025.

A more targeted English Learner group, Long-Term English Learners (LTELs), has been added to the Dashboard as a student group to monitor. This subset of English Learners addresses students who have been in English Learner programs for more than seven years and have not been reclassified as fluent-English proficient. According to the 2025 Dashboard, results for LTELs were similar to the bigger EL group in ELA, Math, Chronic Absenteeism. LTELs showed more growth in the Graduation Rate but less improvement in the Suspension Rate indicator.

Science
The 2025 California Dashboard has added a Science indicator to measure how well students are meeting grade-level standards on the Science assessment using results from student performance on the California Science Test (CAST) or the California Alternate Assessment for Science. This test is given annually to students in grades 5, 8 and once during high school. VCUSD was designated in the Orange performance level overall with 42.7 science points based on performance of the 1,963 VCUSD students tested.

College/Career Indicator
2025 California Dashboard Overall Academic Performance for College/Career -
The College/Career indicator has increased and moved to the Yellow performance level. The performance on this indicator was designated in the Orange level in 2024, with 15.4% of students reported as prepared. In 2025, the College/Career indicator showed 27.4% of VCUSD students were prepared.

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

Current Practices to Impact Academic Performance and Next Steps:

In August 2025, the Superintendent opened the school year by sharing his goals for 2025-2026 aligned to the VCUSD Strategic Pillars. In terms of academic performance, areas of focus included: advancing VCUSD Instructional Priorities and essential standards, providing targeted professional learning and focusing on TK–12 literacy and college/career readiness In 2025-2026, VCUSD continued to align professional learning with the VCUSD Instructional and SEL Priorities. Teachers received ongoing professional development as outlined in the 2023-2026 VCUSD Professional Learning Plan. In the third and final year of the plan, teachers and instructional leaders participated in full-day professional learning sessions in August 2025, October 2025, January 2026, and February 2026. Instructional staff also attended monthly district-wide professional learning sessions to access effective strategies. A common weekly professional learning time was utilized to provide dedicated thirty minutes of collaboration time for instructional staff.

In 2025-2026, VCUSD maintained the goal of all students reading at grade level by third grade. All school sites engaged in ongoing CORE Learning training focused on the science of reading and content area literacy. Throughout the school year, all sites received tailored support from CORE Learning trainers, including in-class demonstrations, coaching sessions, and actionable feedback for site leadership.

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Based on the 2025 California Dashboard, VCUSD showed increased progress in ELA for students in grades 3-11. By maintaining a deliberate focus on classroom visits, feedback, and monthly CORE Learning coaching, sites used ongoing data and assistance to prioritize actions that advance student progress. 2025-2026 district benchmark data for grades 3-11 indicated further movement toward improvement. Furthermore, early grade assessments measuring the implementation of the science of reading showed that kindergarten, first, and second-grade students are increasing their progress toward grade-level standards. Specific actions will continue in Goal 1 and Goal 3 of the 2026-2027 LCAP to accelerate learning by offering differentiated training for teachers and targeted interventions for sites, focusing on all students and specific student groups as directed by school site SPSA plans.

In addition to the literacy focus, elementary and middle school teachers introduced a new math curriculum. Overall, VCUSD students demonstrated improvement in Mathematics on the 2025 California Dashboard following an equitable, inclusive review and piloting process for mathematics programs, culminating in a new district adoption. In Spring 2025, the VCUSD Governing Board adopted new mathematics curricula, initially implemented in elementary and middle school classrooms. Through ongoing classroom visits and walkthroughs, VCUSD district leadership confirmed that as of Winter 2026, the new math adoption has reached full implementation, with all classrooms using this curriculum during math instruction.

At the beginning of the year, the Superintendent shared his theory of action for District leadership. As part of his Key Performance Indicators (KPIs), the Superintendent challenged district and site leaders to dedicate at least 50% of their workday to observing classrooms, monitoring staff practice, and interacting with students in real time to provide constructive, actionable feedback aligned with district priorities. Throughout the year, VCUSD used the refined VCUSD Instructional Priorities framework for ELA and Math and the VCUSD Social Emotional Learning Priorities framework to engage in equitable, coherent, data-driven monitoring practices, thereby fostering a culture of continuous improvement. District and site leadership participated in multiple district-wide "learning walk" sessions focused specifically on how students demonstrated their learning. Site leadership teams used a district-aligned walkthrough tool to collect evidence of effective practices. District and site leadership teams met at least monthly to analyze common assessment and walkthrough data, driving action steps throughout the school year.

The 2026-2027 LCAP will maintain actions supporting continuous professional learning and district/site-focused walkthroughs. VCUSD will enter the first year of a new five-year Professional Learning Plan. Alongside the continued emphasis on content area literacy, mathematics training will support the implementation of the new math adoption with the addition of high school math courses. In 2026-202, VCUSD Leadership will utilize external organizations to investigate and implement strategies that enhance opportunities for students to ultimately graduate College and/or Career ready. VCUSD staff will refine existing support structures and options while developing new curricular and extracurricular programs for college and career preparation at all grade levels to ensure students are prepared for life after high school.

Academic Engagement:

Graduation Rate
2025 California Dashboard Overall Academic Performance for Graduation Rate -
The Graduation Rate indicator was categorized in the Yellow performance level with an increase of 2.6% with 79.5% of students reported as graduated.

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Chronic Absenteeism
2025 California Dashboard Overall Academic Performance for Chronic Absenteeism -
In terms of Academic Engagement, the Chronic Absenteeism indicator was designated in the Orange performance level and declined 2.7% with 33.1% of students reported as chronically absent compared to 35.8% in 2024-2025.

2025-2026 Local Data as a predictor for 2026 California Dashboard -
Local data through our student information system indicated chronic absenteeism was at 28.2% as of February 2026.

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

Current Practices to Impact Academic Engagement and Next Steps:
In August 2025, the Superintendent opened the school year at the staff-wide convocation by sharing VCUSD's overall data for student attendance and graduation rates as well as staff attendance rates and resetting the expectation that improved daily attendance for all will yield improved student outcomes overall.

In 2025-2026, VCUSD prioritized the implementation of site-level CARE teams to ensure that students who need additional attention have dedicated time and prioritization. Strategies around daily attendance and interventions to reduce chronic absenteeism were addressed through overall proactive measures and targeted interventions in the 2025-2026 LCAP plan. During COVID, VCUSD utilized one-time funds to hire Child Welfare Attendance Liaisons to focus on students with attendance issues. This position was moved into the LCAP plan for 2025-2026 . Staff in these positions participated in school site CARE team meetings to share data on students with attendance issues and support sites in their attendance intervention plans to increase daily attendance and decrease chronic absenteeism. The 2026-2027 LCAP will refine these targeted measures to ensure all student groups and all school sites have actions and needed resources to improve daily attendance and decrease chronic absenteeism.

Secondary schools work with the Secondary Director and District leadership to analyze data quarterly to drive interventions that increase opportunity for students to graduate on time. Monthly meetings with academic counselors focus on proactive measures to ensure students understand high school requirements and are working with school site staff to track progress.

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Conditions & Climate:

2025 California Dashboard Overall Academic Performance for Suspension Rate -
The Suspension Rate indicator for VCUSD overall was designated in the Orange performance level. The suspension rate maintained at a 0.2% increase with 6% of students suspended at least one day.

2025-2026 Local Data as a predictor for 2026 California Dashboard -
Local data through our student information system indicated the suspension rate 3.6% as of February 2026. This is comparable from the rate of 3.17% in February 2025.

All local indicators noted in the California Dashboard related to Climate for 2024-2025 were identified as “Standard Met.”

Current Practices to Impact Conditions & Climate and Next Steps:

At the beginning of the 2025-2026 school year, the Superintendent shared his key areas of focus around academic engagement for the school year aligned to the VCUSD Strategic Pillars which included: expanding and monitoring social-emotional learning and mental wellness services, maintaining safe campuses and facilities for ALL students and staff, and fostering student-staff relationships and cultural responsiveness that lead to an increased sense of belonging. Current data shows the percentages for suspension slightly increasing as of April 2026. The focus on Positive Behavior Interventions and Supports (PBIS) and other proactive socioemotional instruction and interventions must be enhanced in order for all student groups to see an equitable decline. During 2025-2026, District leadership worked with school sites to develop a data dashboard and refine the processes for site-based CARE teams to use data to identify students at risk and develop next steps including interventions and referrals for Study Success Team (SST) meetings. The 2026-2027 LCAP will continue actions around strengthening restorative practice work, PBIS processes and intentional implementation of the 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 the Goal 2 and Goal 3 of the 2026-2027 LCAP plan. CARE Team implementation including staff roles and responsibilities to ensure all students have an individualized plan for academic success will be a continued focus for professional learning and districtwide monitoring.

Progress Data (2023 CA Dashboard to 2025 CA Dashboard Results)
VCUSD understands the school district must continue to build upon coherent efforts that contribute to overall growth and within student groups on the California Dashboard. Information below shares progress on identified student groups, starting at the lowest performance indicator on the 2023 California Dashboard.

Student Group Performance within the LEA:
The following student groups within the LEA that received the lowest performance level (red) on one or more state indicators on the 2023 Dashboard include. Their progress must be monitored for the full three year cycle of the 2024-2027 VCUSD LCAP:
African American student group for College/Career and Suspension Rate
English Learners student group for English Language Arts, College/Career, and Graduation Rate
Foster Youth student group for Suspension Rate
Homeless student group for Mathematics and College/Career
Socioeconomically Disadvantaged student group for Suspension Rate
Students with Disabilities student group for College/Career, Graduation Rate and Suspension Rate
White student group for Chronic Absenteeism and Suspension Rate

Progress from 2025 California Dashboard for each student group within the LEA that identified at lowest performance level based on 2023 California Dashboard is as follows:
African American student group moved up from the orange to the yellow level for College/Career and moved down from the yellow to red level on the Suspension Rate indicator

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English Learners student group moved up from the red to the orange level for English Language Arts, from the red to the yellow level for College/Career, and from red to the yellow level for Graduation Rate
Foster Youth student group maintained at the red level for Suspension Rate
Homeless student group for maintained at the red level in both Mathematics and moved up from the red to the yellow level for College/Career
Socioeconomically Disadvantaged student group maintained progress and moved from the yellow to the orange level for Suspension Rate
Students with Disabilities student group maintained at the red level for College/Career and Graduation Rate and moved down to the red level for Suspension Rate
White student group moved down to the red level for Chronic Absenteeism and remained in the yellow level for Suspension

The following schools received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Annie Pennycook Elementary, for English Language Arts, English Learner Progress, Mathematics, and Suspension Rate
Dan Mini Elementary for Suspension Rate
Federal Terrace Elementary for English Language Arts
Highland Elementary for Mathematics and English Learner Progress
Hogan Middle for Suspension Rate
Jesse M. Bethel High for Suspension Rate
John Finney High (Continuation) for College and Career and Suspension Rate
Joseph H. Wardlaw Elementary for English Learner Progress
Lincoln Elementary for English Language Arts, Mathematics, and Suspension Rate
Loma Vista Environmental Science Academy for English Language Arts and English Learner Progress
Mare Island Health and Fitness Academy for English Language Arts, Mathematics, English Learner Progress, and Suspension Rate
Solano Widenmann Leadership Academy for Suspension Rate
Vallejo High for English Learner Progress, Graduation Rate, and Suspension Rate

Progress from 2025 California Dashboard for each school that received the lowest performance level on one or more state indicators on 2023 California Dashboard:
Annie Pennycook Elementary improved and remained in the yellow level for English Language Arts, moved up to the yellow for Mathematics, and moved down to the orange level in English Learner Progress and Suspension Rate
Dan Mini Elementary down to the orange level for Suspension Rate
Federal Terrace Elementary improved and moved up to the orange level for English Language Arts
Highland Elementary for improved and moved up to the orange for Mathematics and moved up to the yellow in English Learner Progress
Hogan Middle improved and moved up to the orange level for Suspension Rate
Jesse M. Bethel High improved and remained in the yellow level for Suspension Rate
John Finney High (Continuation) for maintained the red level for College and Career and moved down to the orange level for Suspension Rate
Joseph H. Wardlaw Elementary improved and moved up to the green from the red level for English Learner Progress
Lincoln Elementary did not have a performance level in 2024 for English Language Arts or Mathematics, but improved to orange on the Suspension Rate indicator
Loma Vista Environmental Science Academy maintained red for English Language Arts and improved to green for English Learner Progress

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Mare Island Health and Fitness Academy for maintained red for English Language Arts, but improved to orange in both Mathematics and English Learner Progress, as well as the yellow level for Suspension Rate
Solano Widenmann Leadership Academy improved with a yellow for Suspension Rate
Vallejo High improved to a yellow level for both English Learner Progress, and Suspension Rate but maintained red on the Graduation Rate indicator

The following student groups within a school within VCUSD received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Annie Pennycook Elementary- African American student group: English Language Arts and Mathematics; English Learner student group: English Learner Progress; Filipino student group: Chronic Absenteeism; Hispanic student group: English Language Arts; Socioeconomically Disadvantaged: English Language Arts and Suspension Rate; Students with Disabilities: English Language Arts and Chronic Absenteeism
Cave Language Academy- White student group: Chronic Absenteeism
Dan Mini Elementary- Students with Disabilities student group: English Language Arts, Mathematics; African American student group: Suspension Rate. Socioeconomically Disadvantaged student group: Suspension Rate; Filipino student group: Chronic Absenteeism.
Federal Terrace Elementary- English Learners: English Language Arts; African American: English Language Arts and Mathematics; Hispanic: English Language Arts
Glen Cove Elementary- English Learners student group: Chronic Absenteeism and White student group: Chronic Absenteeism
Grace Patterson Elementary- English Learners: English Language Arts and Mathematics. Students with Disabilities: Chronic Absenteeism. Hispanic student group: English Language Arts and Mathematics
Highland Elementary- English Learners student group: English Learner Progress, English Language Arts, Mathematics; Socioeconomically Disadvantaged student group: Suspension Rate and Mathematics; African American student group: Suspension Rate; Hispanic student group: Mathematics
Hogan Middle School- English Learners: Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics. Socioeconomically Disadvantaged student group: Suspension Rate. Students with Disabilities student group: Suspension Rate. African American student group: Suspension Rate. Filipino student group: Chronic Absenteeism. Hispanic student group: Chronic Absenteeism and Suspension Rate. White student group: Chronic Absenteeism, Suspension Rate and Mathematics
Jesse M. Bethel High- English Learners student group: Suspension Rate. Socioeconomically Disadvantaged student group: Suspension Rate. Students with Disabilities student group: Graduation Rate. African American student group: Suspension Rate and Mathematics. Hispanic student group: Suspension Rate; Two or More Races: Suspension Rate; White: Suspension Rate
John Finney High (Continuation)- Socioeconomically Disadvantaged student group: Suspension Rate. African American student group: College and Career and Suspension Rate
Johnston Cooper Elementary- African American student group: Suspension Rate
Joseph H. Wardlaw- English Learners student group: English Learner Progress and English Language Arts. Students with Disabilities student group: Suspension Rate
Lincoln Elementary- Socioeconomically Disadvantaged student group: Suspension Rate, English Language Arts and Mathematics. African American student group: Suspension Rate
Loma Vista Environmental Science Academy- English Learners student group: English Learner Progress, English Language Arts and Mathematics. Socioeconomically Disadvantaged student group: English Language Arts. Students with Disabilities student group: Suspension Rate. Hispanic student group: English Language Arts and Mathematics

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Mare Island Health and Fitness Academy- English Learners student group: English Learner Progress, Suspension Rate, English Language Arts, and Mathematics. Socioeconomically Disadvantaged student group: Suspension Rate, English Language Arts and Mathematics. Students with Disabilities student group: Chronic Absenteeism, Suspension Rate and Mathematics. African American student group: English Language Arts. Hispanic student group: Suspension Rate, English Language Arts and Mathematics
Solano Widenmann Leadership Academy- Socioeconomically Disadvantaged student group: Suspension Rate. African American student group: Suspension Rate. African American student group: Suspension Rate. Hispanic student group: Suspension Rate
Steffan Manor Elementary- English Learners student group: English Language Arts. Socioeconomically Disadvantaged student group: English Language Arts. African American Student Group: Mathematics. African American student group: Mathematics. Hispanic student group: English Language Arts
Vallejo High- English Learners student group: English Learner Progress, College and Career, Graduation Rate and Mathematics; Socioeconomically Disadvantaged student group: Suspension Rate and Graduation Rate. Students with Disabilities student group: Suspension Rate. African American student group: College and Career and Graduation Rate. Hispanic student group: Suspension Rate and Graduation Rate. Two or More Races student group: Suspension Rate

Progress from the 2025 California Dashboard for student groups within a VCUSD school that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Annie Pennycook Elementary- African American student group: progressed to the orange level on both the English Language Arts and Mathematics indicators; English Learner student group: progressed to green on English Learner Progress; Filipino student group: improved to the orange level for Chronic Absenteeism; Hispanic student group: improved to move to orange for English Language Arts; Socioeconomically Disadvantaged student group: improved to the orange level for English Language Arts and green for Suspension Rate; Students with Disabilities: moved to orange in both English Language Arts and Chronic Absenteeism.
Cave Language Academy- White student group: Chronic Absenteeism progressed to the orange level on the 2025 California Dashboard.
Dan Mini Elementary- Students with Disabilities student group: maintained in English Language Arts and Mathematics; African American student group: improved to blue for Suspension Rate; Socioeconomically Disadvantaged student group: progressed to orange on Suspension Rate; Filipino student group: moved to yellow for Chronic Absenteeism.
Federal Terrace Elementary- English Learners: moved to orange in English Language Arts. African American student group: improved to orange in English Language Arts and yellow in Mathematics. Hispanic student group: progressed to orange in English Language Arts.
Glen Cove Elementary- English Learners and White student groups: maintained on the Chronic Absenteeism indicator
Grace Patterson Elementary- English Learners and Hispanic student groups: both groups progressed to orange on English Language Arts and Mathematics. Students with Disabilities: moved to the orange level for Chronic Absenteeism.
Highland Elementary- English Learners student group: improved to the orange level in English Learner Progress and English Language Arts, but maintained at Mathematics. Socioeconomically Disadvantaged student group: progressed to orange in Mathematics and maintained red on Suspension Rate; African American student group: maintained on Suspension Rate; Hispanic student group: progressed to the orange level in Mathematics.
Hogan Middle School- English Learners: improved to the yellow level for Chronic Absenteeism, as well as orange for English Language Arts and Suspension Rate, but maintained in Mathematics; Socioeconomically Disadvantaged and Students with Disabilities student groups: both improved to orange for Suspension Rate; African American student group: improved to yellow for Suspension Rate. Filipino student group: improved to yellow for Chronic Absenteeism; Hispanic student group: progressed to orange in both Chronic Absenteeism and Suspension Rate; White student group: maintained in Chronic Absenteeism and Mathematics, and moved to yellow for Suspension Rate.

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Jesse M. Bethel High- English Learners student group: improved to orange on the College and Career and Suspension Rate indicators; Socioeconomically Disadvantaged student group: progressed to yellow on Suspension Rate; Students with Disabilities student group: maintained for Graduation Rate. African American student group: moved to yellow for Suspension Rate and orange for Mathematics; Hispanic student group: moved to orange for Suspension Rate; Two or More Races and White student groups: both progressed to yellow on the Suspension indicator.
John Finney High (Continuation)- Socioeconomically Disadvantaged student group: maintained on the College and Career indicator and moved to orange for Suspension Rate; African American student group: did not have a performance color for College and Career and moved to yellow for Suspension Rate. Hispanic student group: maintained on the College and Career indicator.
Johnston Cooper Elementary- African American student group: improved to orange for the Suspension Rate indicator.
Joseph H. Wardlaw- English Learners student group: progressed to green for English Learner Progress and maintained at English Language Arts; Students with Disabilities student group: improved in Suspension Rate, moving to green.
Lincoln Elementary- Socioeconomically Disadvantaged student group: improved to green for Suspension Rate, while there was no performance color for English Language Arts and Mathematics; African American student group: did not have a performance color for Suspension Rate in 2025.
Loma Vista Environmental Science Academy- English Learners student group: progressed to orange for English Learner Progress, but maintained in English Language Arts and Mathematics; Socioeconomically Disadvantaged student group: maintained for English Language Arts; Students with Disabilities student group: improved to orange for Suspension Rate. Hispanic student group: maintained in English Language Arts and progressed to orange in Mathematics.
Mare Island Health and Fitness Academy- English Learners student group: maintained at English Learner Progress, but improved to green for Suspension Rate, as well as orange for English Language Arts, and Mathematics; Socioeconomically Disadvantaged student group: improved to orange for Suspension Rate and Mathematics, but maintained in English Language Arts; Students with Disabilities student group: improved to orange in Chronic Absenteeism, but maintained for Suspension Rate and Mathematics; African American student group: improved to orange for English Language Arts; Hispanic student group: progressed to green for Suspension Rate, as well as orange for both English Language Arts and Mathematics.
Solano Widenmann Leadership Academy- African American student group: improved to orange for Suspension Rate; Hispanic, Socioeconomically Disadvantaged and Students with Disabilities student groups: maintained for Suspension Rate.
Steffan Manor Elementary- English Learner, Hispanic and Socioeconomically Disadvantaged student groups: improved to yellow for English Language Arts; African American Student Group: had no performance color for Mathematics.
Vallejo High- English Learners student group: improved to yellow on Mathematics but maintained in English Learner Progress, College and Career, and Graduation Rate indicators; Socioeconomically Disadvantage student group: maintained for Suspension Rate and improved to yellow for Graduation Rate; Students with Disabilities student group: maintained for Suspension Rate; African American student group: maintained for College and Career as well as Graduation Rate; Hispanic student group: improved to orange for Suspension Rate and maintained for Graduation Rate. Two or More Races student group: improved to green on the Suspension Rate indicator.

Based on California Dashboard results as well as formative data collected during the 2025-2026 school year indicate that VCUSD 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 support and effective interventions will remain a priority as evidenced by actions in the 2026-2027 LCAP.

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Through a comprehensive needs assessment, VCUSD analyzed 2025 California Dashboard and VCUSD local progress monitoring measures through Student Analytics for current progress on student engagement and climate data.

According to the 2025 California Dashboard, VCUSD maintained academic engagement as measured by a decline of 2.7% in chronic absenteeism. Five schools some regressed in progress, moving to the "red" or very low indicator on the 2025 Dashboard. At the end of May 2026, 28.2% of students were chronically absent, indicating a positive shift for 2025-2026, according to Student Analytics Lab. VCUSD continues to identify strategies to increase positive student engagement and encourage daily attendance. VCUSD also maintained on the 2025 California Dashboard in the percentage of students suspended at least one day at 6.0%. All but five schools saw overall improvement between 2024 and 2025. Current year data from Students Analytics Lab shows that as of May 2026, students suspended at least one day is 4.76%. Suspensions are the highest at the middle and secondary grade levels. Further analysis of grade level areas in absenteeism and suspensions will provide more insight on specific areas of additional support to address root causes and work to prevent future incidents with proactive interventions.

Learning Recovery Emergency Block Grant Funding

In 2026-2027, VCUSD will utilize remaining Learning Recovery Emergency Block Grant (LREBG) funds to provide evidence-based interventions that reinforce as well as enhance the VCUSD Multi-Tiered System of Support. Through an initial budget of $800,000, LREBG dollars will support a portion of each of the following actions:

LCAP Action 3.1 (Multi-Tiered Systems of Support for Academics)- In 2026-2027, VCUSD will utilize LREBG funds to accelerate progress to close learning gaps for students who are struggling with grade level skills as well as to ensure students have access to instruction to complete graduation or grade promotion requirements. Both activities are aligned to EC Section 32526(c)(2), Items B (tutoring) and D (credit recovery). Funds will provide necessary staffing and services to address student needs through during-the-school-day interventions and expanded learning offerings.

As part of the 2025-2026 LCAP, VCUSD did a comprehensive needs assessment, analyzing multiple sources of data to determine the above focus including 2025 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. VCUSD is maintaining the strategies outlined in the needs assessment and 2025-2026 LCAP as ongoing strategies for 2026-2027.

Through intentional use of LREBG funded strategies, VCUSD showed progress on state and district assessments during the 2025-2026 school year. In the 2024 California Dashboard, VCUSD as a district declined 3.2 points to the very low “red” level in ELA with eight of VCUSD student groups at that level. In 2025, VCUSD improved with an increase of 6.1 points with six of those student groups progressing to “orange” indicating measured growth. In 2024, ten of our seventeen schools had an overall “red” indicator with twelve schools having at least one ELA student group indicator in “red.” The 2025 CA Dashboard showed that VCUSD went from ten to two schools with an overall “red” indicator in ELA and from twelve schools having at least one student group indicator in “red” for ELA in 2024 down to eight schools in 2025. Despite these improvements, additional support needs to continue across all VCUSD schools in 2026-2027. 2025-2026 NWEA data indicates some positive projected growth. 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.

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In Mathematics, more progress was made across school sites with an overall increase of 4.1 points and a “yellow” indicator on the 2025 California Dashboard. Four student groups continue to perform at that very low “red” level. Three schools had an overall “red” indicator in Math with nine schools (down from ten) having at least one student in the “red.” While 2025-2026 NWEA data indicates positive growth, VCUSD students continue to perform below the state average. Secondary students, in particular, are demonstrating the need for additional support based on the number of Ds and Fs in math classes.

VCUSD saw a slight increase in the overall Graduation Rate on the 2025 Dashboard, increasing 2.6% with 79.5% in comparison to 76.8% in 2024. Based on current data available in Student Analytics Lab, VCUSD tenth grade students are in need of additional opportunities to recover credits with 36.2% deficient in credits as of April 2026.

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. VCUSD 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 support will be allocated to older students who need literacy skill acceleration. Following the focus on a new math adoption in 2025-2026 at the elementary level, additional mathematics support will be prioritized for the older grades with a strong emphasis on preparing students for high school level mathematics. Credit recovery efforts will happen both during expanded school day offerings as well as extended learning times during school breaks.

LCAP Action 3.6 (Targeted Supports for Behavior) and Action 3.7 (Targeted Supports for Mental Health and Trauma Informed Care) - In 2026-2027, 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. Both 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.

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Reflections: Technical Assistance

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

VCUSD is eligible for both Differentiated and Intensive Assistance through California's system of support, a key aspect of California's accountability and continuous improvement system.

VCUSD qualified for Differentiated Assistance based the performance of five student groups who received the lowest status level on the 2025 California Dashboard in two or more state priority areas as follows:

Foster Youth (Priority 4 – Pupil Achievement, Priority, 5 – Pupil Engagement, and Priority 6 – School Climate)
Homeless Youth (Priority 4 – Pupil Achievement, Priority 5 – Pupil Engagement, and Priority 6 – School Climate)
Long-Term English Learners (Priority 4 – Pupil Achievement and Priority 6 – School Climate)
Pacific Islander (Priority 4 – Pupil Achievement and Priority 6 – School Climate)
Students with Disabilities (Priority 5 - Pupil Engagement, Priority 6 - School Climate, and Priority 8 - Outcomes in a Broad Course of Study)

Intensive Assistance is provided when three or more student groups meet the criteria for assistance three or more consecutive years. VCUSD qualified for Intensive Assistance based on the performance of five student groups who received the lowest status level on the 2025 California Dashboard.

Black/African American (ELA; Math; College/Career)
English Learner (ELA; Math; College/Career; Graduation)
Foster Youth (ELA; Math; Absenteeism; Suspension)
Homeless Youth (ELA; Math; Absenteeism; Suspension)
Students with Disabilities (ELA; Math; College/Career; Graduation; Suspension)

VCUSD continues to receive additional support from the Solano County Office of Education (SCOE) and the California Collaborative for Educational Excellence (CCEE). Both agencies work with VCUSD to identify underlying causes, possible solutions, helpful resources or expertise, and methods for measuring the effectiveness of possible solutions through a continuous process of improvement.

In 2025-2026, the Solano County Office of Education (SCOE) continued its significant partnership with VCUSD, offering targeted technical assistance across various district levels. Key areas of SCOE support included Differentiated Professional Learning, where SCOE collaborated with VCUSD leadership to provide tailored support for training and site action plans, including direct assistance and participation in regional professional learning as part of the district team. SCOE also provided technical and advisory support for the Planning and Development of the upcoming 2026-2031 Professional Learning Plan. Furthermore, SCOE Leadership facilitated monthly Fiscal and Oversight Meetings with VCUSD Leadership, focusing on LCAP development and fiscal stabilization. Finally, VCUSD and SCOE Leadership engaged in collaborative Professional Learning Communities, including the Long-term English Learner (LTEL) Networked Improvement Community (NIC) through Santa Clara County Office of Education and the Street Data Community Of Practice (CoP) facilitated by the Community Engagement Initiative and CCEE. In 2025-2026, SCOE led Data Taskforce sessions focused on analyzing existing data systems, data integrity, and monitoring to understand the current status; improving district-wide efficiency and coherence in data use; building leadership capacity; ensuring alignment of data priorities and practices; and fostering a culture of consistency, sustainability, and continuous improvement across district data system.

VCUSD also received intensive, focused Support from CCEE experts in 2025-2026, gaining access to best practices, innovative strategies, and proven resources. CCEE worked strategically with district leadership to build both collective and individual capacity through Leadership Coaching, where the Superintendent and Assistant Superintendent of Educational Services engaged in ongoing coaching through the Superintendent's Professional Learning Network and the Assistant Superintendent's Instructional Leader Professional Learning Network. Additionally, VCUSD Directors participated in a monthly Director Collaboration group facilitated by CCEE and the VCUSD Director of Professional Learning. Moving into the 2026-2027 school year, for Future Focus, CCEE will continue to utilize student outcome data to guide VCUSD in articulating and implementing an effective Service to Schools model and constructing an intentional data system responsive to the district's needs.

These robust collaborative efforts are designed to help VCUSD leverage its strengths, address identified needs, and build sustainable, measurable capacity for long-term improvement.

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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

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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
District English Learner Advisory Committee (DELAC)	VCUSD held seven District English Learner Advisory Committee meetings during the 2025-2026 school year: September 30, 2025 , October 14, 2025, November 17, 2025, January 13, 2026, February 10, 2026, April 14, 2026, and June 3, 2026. The first meeting was held virtually and the others were hybrid or in-person. At each meeting, Committee members and participants reviewed progress towards LCAP goals in a variety of activities including: using current data to understand the needs of VCUSD English Learners and provide input on action steps, reviewing and discussing California Dashboard and 2025-2026 data, receiving updates on the LCAP development process, surfacing trends from educational partner input; reviewing the final draft of LCAP, and providing review and comment on the LCAP as site representatives. Agendas for all meetings were posted in compliance with the Green Act. The DELAC served as the Parent Advisory Committee (PAC) for the LCAP.
School Site Community - School Site Councils (SSC) and English Learner Advisory Committees (ELAC)	Site Administrators dedicated at least one school community meeting (November 2025 - April 2026) to gather feedback for the 2026-2027 LCAP. The broader school community was invited to these in-person or virtual meetings, often utilizing scheduled times. Each session included a presentation on the LCAP's purpose, funding, goals, VCUSD progress (strengths/needs via the California School

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Educational Partner(s)	Process for Engagement
	Dashboard), and actions. Facilitated discussions, mostly by the Principal, used questions aligned with the VCUSD Strategic Plan to prompt feedback on continuing, discontinuing, or missing actions/services. District staff provided support as requested. Agendas were posted per the Green Act. Members of the school site community were also invited to complete the Educational Partner survey for the 2026-2027 LCAP.
Community Partner Meetings	In 2025-2026, VCUSD held a variety of community forums to share information and receive input from the VCUSD Community and provide input on the needs of our students and families as part of the VCUSD Fiscal Stabilization plan decision-making. Each meeting began with a short presentation on the current state of the district and a summary of the VCUSD Strategic Pillars (LCAP goals) followed by dedicated time for community input and questions. Townhall meetings, a 7-11 Committee series, Community Forums, as well as Staff and Parent Support Hours were held either in-person or virtually on: June 23, 2025, July 7, 2025, July 28, 2025, August 11, 2025, September 10, 2025, October 25, 2025, October 29, 2025 and November 18, 2025. Additional input and suggestions were collected at other family engagement events including Community School Engagement Sessions, Latino Parent Network, and the African American Parent Network (AAPN) activities. Given foster parents were unable to attend, VCUSD staff reached out to interview with foster families of VCUSD students as a means to collect their input. District staff also tracked community input through individual correspondence and focus group opportunities including parent conferences and written requests. Members of the community were also invited to complete the Educational Partner survey for the 2026-2027 LCAP.
Site and District Leadership	Site administrators participated in LCAP engagement sessions utilizing the same presentation and open-ended questions asked of school site educational partners. The Elementary and TK

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Educational Partner(s)	Process for Engagement
	administrators met on February 11, 2026. Secondary administrators met on February 12, 2026.
SELPA Administrators	The SELPA administration participated in an LCAP engagement session on February 3, 2026. CAC also held an LCAP engagement session for parents and community members on April 17, 2026. Both sessions utilized the same presentation and open-ended questions asked of school site educational partners. Follow up planning sessions with SELPA Leadership were held on April 24, 2026 and April 27, 2026.
Students (Secondary)	Secondary students were invited to participate in student focus groups to provide feedback based on similar questions posed to the other educational partner groups that prompted discussion on prominent focus areas within the LCAP. Students were asked about how their schools can help ensure students are attending school every day and what their schools can do to support their academic improvement. These meetings took place during December 2025 through April 2026. Secondary students were also invited to participate in the Educational Partner survey for the 2026-2027 LCAP.
Superintendent's Student Advisory	The Superintendent's Student Advisory Committee served as the Student Advisory body for the 2026-2027 LCAP. This committee consisted of members from all Secondary schools including secondary students from the TK-8 schools. Meetings were held on November 20, 2024, January 12, 2026, March 9, 2026, May 11, 2026, and June 1, 2026. This committee has also been asked to attend the June 3, 2026 DELAC meeting.
Bargaining Units - Vallejo Education Association, California School Employees Association, Vallejo School Managers Association	Representatives of bargaining units and the managers association met between March and April 2026 to provide feedback for 2026-2027 LCAP development. VEA held an in person meeting at the Professional Learning Center where they were asked to provide their feedback on actions or services they felt were no longer effective or those they felt were missing. CSEA utilized the same presentation and open-ended questions asked of school site educational partners. Teachers, other certificated and classi fied staff as well as managers were also invited to participate in the site engagement sessions as well as the district-wide survey.

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Educational Partner(s)	Process for Engagement
VCUSD Community (through the LCAP survey)	The 2026-2027 LCAP survey was open from November 1, 2025 through April 30, 2026. Information regarding the survey was advertised through ParentSquare, site weekly communication, QR codes available on the VCUSD website, in the front office as well as meetings/events, and VCUSD Liaison communication. The survey was designed to gather information on the effectiveness of the actions and services in the LCAP from the perspective of various educational partners using a rating scale. Sections of the survey provided open-ended questions for individual comments. To assist with ensuring foster parents participation, phone call interviews with foster families of VCUSD students served as an additional means to collect their input.
John Finney Educational Partners	John Finney High School held in-person and virtual engagement sessions with educational partners throughout the 2025-2026 school year as a part of their improvement work as well as in preparation for the 2026-2027 School Plan for Student Achievement and the designation as an LCFF Equity Multiplier school. The Instructional Leadership team met regularly throughout the school year to review and analyze student data in respect to the site action plan, the desired student outcomes for 2025-2026, and in Spring 2026, consider needs and possible actions to address the stability rate in light of low performance areas for student groups on the 2025 California Dashboard. JFHS had meetings with families (parents and students) throughout the school year. On April 13, 2026 and May 12, 2026, school leadership met with educational partners to discuss areas of need and focus to target LCFF Equity Multiplier funds. John Finney leadership collaborated with District leadership through March, April and May to review data, status on the California Dashboard, develop goals, and plan for the most effective use of LCFF Equity Multiplier funding.

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

VCUSD values educational partner feedback to help assess and evaluate the activities from the current school year and confirm priorities for 2026-2027. The input the educational partners provide is foundational to refining the 2026-2027 LCAP. In general, the feedback provided reaffirmed the key priorities of the 2025-2026 VCUSD LCAP.

VCUSD reviewed all Education Partner feedback to evaluate both implementation and effectiveness progress on 2025-2026 goals, metrics, and actions in preparation of refining actions for 2026-2027. In addition to the educational partner groups mentioned above, VCUSD has appreciated the collaborative engagement and critical-friend feedback from partnering organizations including but not limited to Solano County Office of Education (SCOE) staff, representatives from the California Collaborative for Educational Excellence (CCEE), and vendors that provide professional learning, in-classroom coaching and technical assistance. The collaborative conversations around the importance of refining the LCAP for increased coherence and intentionality in 2025-2026 have had a strong influence on plans to move student outcomes forward in a positive direction.

VCUSD Executive Cabinet and Educational Services team members met with partners from the Solano County Office of Education (SCOE) staff and the California Collaborative for Educational Excellence (CCEE) to enhance work started during the 2023-2024 school year. The VCUSD team utilized a set of consistent data (metrics) and a protocol to monitor progress across the 2025-2026 school year. The District Leadership Team (Executive Cabinet, Educational Services team, Site Principals, Site Vice Principals, Site Teacher Leaders) met at least once a month as a group to review progress at a district and at a site level and then set action steps for each quarter of the school year. Furthermore, in 2025-2026, the Director of Data and Analysis met with each school site to review site level data. Targets for site level progress were established based on prior year data and monitored 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 2025-2026 will inform the 2026-2027 metrics for the 2026-2027 LCAP and the 2026-2027 VCUSD School Plans for Student Achievement (SPSA).

Based on Educational Partner review, VCUSD will continue to utilize the same broad goals, metrics, and target outcomes that are in the 2026-2027 LCAP. Several trends or overarching themes emerged across all of the educational partner groups that inform 2026-2027 LCAP actions, metrics and expenditures. 2026 Educational Partner engagement influenced the following areas of the 2026-2027 LCAP:

High-Quality Staffing, Retention, and Protected Professional Development - A dominant trend across all educational partner groups is the critical need for well-supported, fairly compensated, and highly trained staff. All groups identified the importance of having a quality teacher in every classroom. All groups also identified that additional professional development is necessary for teachers and staff to learn new strategies to deliver content, connect with students, help students accelerate mastering concepts, and manage classroom learning that is challenging but also fun and engaging. Teachers and SELPA partners explicitly requested mandated, protected collaboration time to align on curriculum and share instructional practices. Staff asked for practical, differentiated professional development in areas like classroom management, de-escalation, strategies to support multilingual learners, and Special Education. Students, parents, and staff expressed near-unanimous support for utilizing LCAP funds to ensure classrooms have fully credentialed, experienced teachers who reflect the diversity of the community, as well as providing competitive salaries to retain them. To ensure equitable outcomes, educational partners identified smaller class sizes and eliminating combination classes, particularly in foundational grades. Students explicitly noted that they learn better when teachers provide clearer explanations, more examples, and grant more time to complete tasks without rushing.

Actions in 2026-2027 aligned to educational partner feedback: Goal 1, Action 1.7; Goal 2, Action 2.7, Action 2.8, and Action 2.11; Goal 3, Action 3.2 and Action 3.4

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Mental Health, Wellness, and Campus Safety - Ensuring a safe, emotionally supportive, and orderly environment is seen as a fundamental prerequisite for learning. Having additional staff, like site safety supervisors, was viewed as effective for both physical and emotional proactive safety, especially when staff are well-trained to support students who are having challenges. Providing additional training around positive behavior supports for all staff dealing with students was strongly recommended. All groups mentioned the need to move away from punitive measures and to focus on preventive measures such as improving school culture and proactively addressing student behaviors.

Actions in 2026-2027 LCAP aligned to educational partner feedback: Goal 2, Action 2.1, Action 2.2, Action 2.3, Action 2.4, Action 2.5, Action 2.6, and Action 2.11; Goal 3, Action 3.5, Action 3.6, Action 3.7, Action 3.8, and 3.14

Targeted Academic Interventions and Classroom Resources - All educational partners identified specific needs to support diverse learners directly within and outside of normal instruction. Parents and students frequently requested structured academic assistance, such as during-school support classes, after-school tutoring, and one-on-one help. SELPA partners heavily emphasized the need for accessible classroom environments (e.g. alternate seating) and better student access to inclusive strategies.
Actions in 2026-2027 LCAP aligned to educational partner feedback: Goal 1, Action 1.1; Goal 3, Action 3.1, Action 3.2, Action 3.3, Action 3.4, Action 3.5, and Action 3.11; Goal 4, Action 4.7

Expanding Enrichment, Extracurriculars, and Career Pathways - To increase student engagement and community buy-in, partners stressed the importance of offering "whole child" enrichment and real-world connections. Bargaining units and school site communities strongly advocated for continuing with athletics at all levels and expanding extracurricular programming to engage students, vibrant electives, hands-on project-based learning, visual and performing arts (VAPA), and field trips to give students a compelling reason to want to attend school. Older students and community members want localized career pathways, vocational opportunities (like welding and auto mechanics), community internships, and cross-age mentorships with local professionals. Parents and students also mentioned making sure all students have the opportunity to take electives or more challenging classes such as CTE courses and AP or honors classes.

Actions in 2026-2027 LCAP aligned to educational partner feedback: Goal 1, Action 1.9, Action 1.10, Action 1.11, Action 1.14, and Action 1.15; Goal 2, Action 2.6 and Action 2.10

Authentic Family and Community Engagement - Building strong, culturally responsive connections between schools and families emerged as a vital strategy for improving student outcomes. Educational partners expressed a desire to develop ways to move beyond basic communicationand family events into opportunities to build a deeper partnership between parents and the schools. Examples include "mini-classes" to help parents understand curriculum, and specialized parent-to-parent peer mentorship for navigating the school and Special Education systems as well as adult ESL classes and financial literacy workshops for parents. Ensuring diverse populations feel seen was a recurring theme, with less than 72% of students feeling adults consider their culture when responding to their needs. Educational partners requested diverse library books, additional cultural events, and multi-language materials.

Actions in 2026-2027 LCAP aligned to educational partner feedback: Goal 1, Action 1.7; Goal 2, Action 2.11; Goal 3, Action 3.12; Goal 4, Action 4.1, Action 4.2, and Action 4.4; Action 4.5 and Action 4.6

Equity, Inclusion and Resources for Students to Access and Expand their Learning - During town halls and committee meetings, concern surfaced regarding the operational decisions of the district. The need to protect "walking schools" was the most urgent logistical concern,

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particularly for low-income, single-car households. Community members were concerned that school closures would force children to walk long distances or cross dangerous, high-traffic intersections. All educational partner groups prioritized funding for transportation to make sure students have access to getting to school as well as field trips and other out-of-school experiences. Educational partners want students to have modern, well-working facilities. Further input shared highlighted the importance of facilities that could house the current programs offered at the schools (e.g. Expanded Learning, athletics, and VAPA) and ensure equitable access. Educational partners emphasized the importance of continuing with support including the Student Health Clinic.

Actions in 2026-2027 LCAP aligned to educational partner feedback: Goal 1, Action 1.1; Goal 2, Action 2.6, Action 2.9, and Action 2.10; Goal 4, Action 4.7

According to the VCUSD LCAP survey, a high percentage of participants felt district initiatives have the potential to positively impact student outcomes: all students reading at grade level by third grade, focusing on the importance of attendance, implementing the VCUSD Strategic Action Plan, and developing actions related to the VCUSD Profile of a Graduate. Survey results indicate initiatives are in progress and moving towards full implementation. Much of the input reinforces the importance of persisting towards full implementation.

Analysis of feedback in relation to effectiveness of actions and next steps
VCUSD appreciates the input from the Educational Partners. Input was reviewed and categorized. District advisory and the District Leadership Team members met to review all data sources, analyze the information, and align evaluation outcomes to the VCUSD Strategic plan and 2024-2027 LCAP broad goals. VCUSD educational partners have affirmed that the actions in the 2025-2026 LCAP plan had some positive impact on VCUSD students. Educational partners would like to see a higher degree of implementation of those actions. They would also like to see support and monitoring for LCAP funded staff to ensure students received continuous high quality services. This input aligns with data outcomes for academics, behavior and attendance. While progress has been made to some degree in most areas as measured by the California Dashboard indicators and 2025-2026 progress monitoring, the progress has not occurred across all sites or all student groups. Literacy continues to be an area of growth across all grades and schools. VCUSD needs to enhance high leverage actions, strengthen activities, and build systems of accountability for all actions.

Based on this feedback the following next steps for broad goals have been identified:
1) Staffing and activities identified in the 2026-2027 LCAP that provide direct services to students will be maintained with implementation and effectiveness metrics tied to each action. Given the high percentage of unduplicated students, all activities will be principally directed toward improving their outcomes.
2) A stronger emphasis on active student learning and literacy strategies across the content areas is needed to ensure all students are reading at grade level by third grade.
3) Daily attendance will continue to be reinforced.
3) Programs that promote student connection to school within the classroom and outside of the classroom will be enhanced. This includes rigorous engaging instruction in the classroom aligned to the VCUSD Instructional and Social Emotional priorities. It also includes a range of high interest opportunities within and beyond the school day. Supplies, facilities, services as well as training, coaching and feedback for staff will continue to be provided.
4) Classroom programming and enrichment opportunities will be funded to ensure that students are having academic conversations, demonstrating higher levels of depth of knowledge learning, and working collaboratively to master grade level content.

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5) Programs, strategies and staff that support academic growth and provide students with individualized or small-group support will be provided and monitored for high quality. Staffing to oversee these actions will be provided.
6) Programs, strategies and staff that support positive behavior and provide students socio-emotional support will be provided and monitored for high quality. Additional staff training to enhance these actions will be provided.
7) Programs to help families and the community connect with our schools to improve attendance, behavior and academic outcomes will be increased.

Educational Partner Engagement influence on LCFF Equity Multiplier goals and related actions:

John Finney High School - In consultation with John Finney educational partners, VCUSD and John Finney continue to prioritize supports for students to improve academic engagement and performance. Providing tutoring to ensure students are at grade level and on track to graduate has been an on-going LCFF Equity Multiplier activity that educational partners want to continue. Educational partners valued the on-going professional learning through CORE Learning as a way to maintain their focus on improving literacy across the content areas. The John Finney team also identified the importance of maintaining a safe and supportive learning environment to maximize students' time at the continuation school to accelerate their progress towards graduation. Resources to provide proactive as well as restorative supports have been identified. Educational partners also recommended the school increase activities, programs, and services that connect students with career awareness and preparation.

Analysis of material differences in expenditures
VCUSD works closely with the Solano County Office of Education (SCOE) to build a budget that prioritizes spending the current allocation of supplemental and concentration grant funding on the current group of students. Given a large carryover budget from prior years, VCUSD will focus on spending current year funding for current year students as well as a percentage of the carryover to enhance materials and services that accelerate student outcomes and provide the maximum investment for VCUSD students. Given the impact of school closures, enrollment above projections at the TK level, and reduction of approved inter-district transfers, VCUSD will need to prioritize resources that equitably support students as they transition to their new schools in 2026-2027. VCUSD meets monthly with SCOE for progress monitoring and additional oversight of LCAP funds and activities.

Analysis of challenges or success in the implementation of actions
In the second year of the 2024-2027 LCAP cycle, most actions progressed to full implementation. As actions were implemented, staff recognized the importance of role-specific training and calibration of responsibilities across the district to prepare for review of LCAP actions for effectiveness in the final year of the cycle. In preparation for the end of the 2024-2027 cycle, VCUSD staff has identified formative internal measures to provide a more detailed narrative on progress as VCUSD to assist with assessing the impact of the action and activities on student outcomes.

VCUSD presented the LCAP draft to the Superintendent’s Student Advisory and DELAC (LCAP Advisory Groups) on May 19, 2026. Comments and questions were collected by the District team facilitating the meeting. The Superintendent responded to all questions and comments received during the consultation in writing.

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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 City Unified School District 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.

Analysis of student performance on district and state assessments indicate that VCUSD must continue to focus on improving academic outcomes for all students. While VCUSD is showing progress and growth, the District needs to remain persistent in efforts to ensure all students and student groups are performing at grade level. According to the 2025 CAASPP results, 25.81% met or exceeded the standard for English Language Arts (ELA) with 18.76% meeting or exceeding the standard for Mathematics. In ELA, eight VCUSD specific student groups' progress on CAASPP declined. In Mathematics, overall, VCUSD showed growth however some student groups are not progressing as quickly as others.

Educational partner input gathered strongly emphasized the need to focus on instruction, strategies, and classroom resources that ensure all students are engaged and successful in their learning. VCUSD has set an expectation that every student will be on grade level by third grade. Actions aligned with this expectation develop a standard for strong base instruction emphasizing literacy across all content areas. In 2026-2027, elementary and middle school grades will be in their second year of using a new math adoption. High school students will have new math curriculum to further enhance students conceptual understanding of math practices and skills.

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This goal is aligned to Pillar 3 of the VCUSD Strategic Plan, "Vibrant Culture of Teaching and Learning" and the Portrait of a VCUSD graduate. The VCUSD Governing Board outlines the following components of this pillar and the portrait of a graduate which also inform this broad goal:
Teachers being able to adapt to different learning styles
Educating teachers - training and mindset- in order to deliver responsive instruction
Ensuring each child has access to relevant academic experiences
Providing student voice and choice at all possible moments
Learning is relevant to real-world problems
Students have the skills necessary for the next level whether it be trade school, community college, university or service
Our students are not in classrooms where the disease of limited expectations is a part of their experiences- it should not be what the instructor thinks the child can or cannot do.
Our students are being prepared with the skills they need for life beyond school - financial literacy, understanding about careers, etc.
Having a clear, unifying goal that we are all working toward.

The VCUSD Instructional Priorities guide the instructional program across all levels. Expected outcomes are measured through State and District assessments, district and site walkthroughs, 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.

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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) Source: VCUSD Human Resources database and	100% of teachers appropriately credentialed from School Year 2023-2024 Source: VCUSD Human Resources database 75.3% "Clear" on TAMO report from Report Year 2021-2022 Source: CA School Dashboard	100% of teachers appropriately credentialed from School Year 2024-2025 Source: VCUSD Human Resources database 71.7 % Clear on TAMO report from report Year 2022-2023 Source: CA School Dashboard	100% of teachers appropriately credentialed from School Year 2025-2026 Source: VCUSD Human Resources database 70.5 % Clear on TAMO report from report Year 2023-2024 Source: CA School Dashboard	100% of teachers appropriately credentialed from School Year 2026-2027 Source: VCUSD Human Resources database 85% "Clear" on TAMO report from Report Year 2024-2025 Source: CA School Dashboard	Target met for % of teachers appropriately credentialed. from School Year 2025-2026 5.2 percentage points below baseline for Metric: % "Clear" on Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA School Dashboard					Equivalent (FTE) report Report Year 2024-2025
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 Report Year 2022-2023	0% of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home Report Year 2023-2024	0% of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home Report Year 2024-2025	0% Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home Report Year 2025-2026	Target met for: 0% Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home Report Year 2024-2025
1.3	% of Learning Walks where implementation of state board adopted academic content and performance standards for all students was observed (Priority 2A) Source: Learning Walks data	71.46 % of Learning Walks where implementation of state board adopted academic content and performance standards for all students was observed from School Year 2023-2024, Quarter 3	80% of Learning Walks where implementation of state board adopted academic content and performance standards for all students was observed from School Year 2024-2025, Quarter 3	95% of Learning Walks where implementation of state board adopted academic content and performance standards for all students was observed from School Year 2025-2026, Quarter 3	81.46 % of Learning Walks where implementation of state board adopted academic content and performance standards for all students was observed from School Year 2026-2027, Quarter 3	23.54% percentage points above baseline from School Year 2024-2025
1.4	CAASPP English Language Arts (ELA) % Met/Exceeded Standards Specific Student Groups:	CAASPP ELA 26.6% Met/Exceeded Standards Specific Student Groups:	CAASPP ELA 25.33% Met/Exceeded Standards Specific Student Groups:	CAASPP ELA 25.81% Met/Exceeded Standards Specific Student Groups:	CAASPP ELA 36.66% Met/Exceeded Standards Specific Student Groups:	CAASPP ELA Overall: 0.79 percentage points below baseline. English Learners: 1.17 percentage

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learners (EL group in DataQuest) Black or African American (Action 4.5) Hispanic (Action 3.1) Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1) Specific Schools: Annie Pennycook Elementary Federal Terrace Elementary Lincoln Elementary Loma Vista Environmental Science Academy Mare Island Health and Fitness Academy CAASPP Math % Met/Exceeded Standards Specific Student Groups: Homeless Black or African American (Action 4.5) Hispanic (Action 3.1) White (Action 3.1) English Learners Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1)	English Learners: 7.95% Black African American: 18.3% Hispanic: 22.24% Foster Youth: 6.67% Socioeconomically Disadvantaged: 23.53% Students with Disabilities: 8.28% Specific Schools: Annie Pennycook Elementary 23.17% Federal Terrace Elementary 18.83% Lincoln Elementary 5.88% Loma Vista Environmental Science Academy 14.04% Mare Island Health and Fitness Academy 23.61% CAASPP Math 16.52% Met/Exceeded Standards Specific Student Groups: Homeless: 19.94% Black or African American: 8.84% Hispanic: 13.17% White: 20.28% English Learners: 5.93% Foster Youth: 0.0%	English Learners: 5.58% Black or African American: 17.20% Hispanic: 15.08% Foster Youth: 10.53% Socioeconomically Disadvantaged: 22.74% Students with Disabilities: 6.05% Specific Schools: Annie Pennycook Elementary: 23.97% Federal Terrace Elementary: 23.19% Lincoln Elementary: no data available Loma Vista Environmental Science Academy: 17.58% Mare Island Health and Fitness Academy: 18.75% CAASPP Math % Met/Exceeded Standards: 17.82% Specific Student Groups: Homeless: 9.65%	English Learners: 6.78% Black or African American: 17.15% Hispanic: 22.60% Foster Youth: 14.28% Socioeconomically Disadvantaged: 23.04% Students with Disabilities: 8.28% Specific Schools: Annie Pennycook Elementary: 22.64% Federal Terrace Elementary: 24.16% Lincoln Elementary: no data available Loma Vista Environmental Science Academy: 17.82% (closed in 25-26) Mare Island Health and Fitness Academy: 18.60% (closed in 25-26) CAASPP Math % Met/Exceeded Standards: 18.76% Specific Student Groups:	English Learners: 17.95% Black African American: 28.3% Hispanic: 32.24% Foster Youth: 16.67% Socioeconomically Disadvantaged: 33.53% Students with Disabilities: 18.28% Specific Schools: Annie Pennycook Elementary 33.17% Federal Terrace Elementary 28.83% Lincoln Elementary 15.88% Loma Vista Environmental Science Academy 24.04% Mare Island Health and Fitness Academy 33.61% CAASPP Math 26.52% Met/Exceeded Standards Specific Student Groups: Homeless: 29.94%	points below baseline. Black/African American: 1.15 percentage points below baseline. Hispanic: 0.36 percentage points above baseline. Foster Youth: 7.61 percentage points above baseline. Socioeconomically Disadvantaged: 0.49 percentage points below baseline. Students with Disabilities: No change from baseline. Annie Pennycook Elementary: 0.53 percentage points below baseline. Federal Terrace Elementary: 5.33 percentage points above baseline. Lincoln Elementary: No data available. Loma Vista Environmental Science Academy: 3.78 percentage points above

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Specific Schools: Annie Pennycook Elementary Highland Elementary Lincoln Elementary Mare Island Health and Fitness Academy CAASPP Science % Met/Exceeded Standards Specific Student Groups: Black or African American (Action 4.5) English Learners Foster Youth Socioeconomically Disadvantaged (Priority 4A) Source: DataQuest	Socioeconomically Disadvantaged: 14.05% Students with Disabilities: 7.15% Specific Schools: Annie Pennycook Elementary 12.9% Highland Elementary 7.73% Lincoln Elementary 4.35% Mare Island Health and Fitness Academy 10.45% CAASPP Science 12.54% Met/Exceeded Standards Specific Student Group: Black or African American: 4.48% English Learners: 1.75% Foster Youth: No Data Available Socioeconomically Disadvantaged: 10.49% Report Year 2022-2023	Black or African American: 9.01% Hispanic: 15.08% White: 25.74% English Learners: 6.83% Foster Youth: 0.0% Socioeconomically Disadvantaged: 15.94% Students with Disabilities: 8.38% Specific Schools: Annie Pennycook Elementary 11.06% Highland Elementary 5.35% Lincoln Elementary: no data available Mare Island Health and Fitness Academy 9.78% CAASPP Science 13.16% Met/Exceeded Standards Specific Student Groups: Black or African American (Action 4.5) 5.88% English Learners 0.99%	Homeless: 8.42% Black or African American: 13.05% Hispanic: 15.74% White: 25.90% English Learners: 7.87% Foster Youth: 0.0% Socioeconomically Disadvantaged: 16.68% Students with Disabilities: 8.66% Specific Schools: Annie Pennycook Elementary 14.21% Highland Elementary 6.97% Lincoln Elementary: no data available Mare Island Health and Fitness Academy 12.40% (closed in 25-26) CAASPP Science 15.74% Met/Exceeded Standards Specific Student Groups: Black or African American (Action 4.5) 11.33%	Black or African American: 18.84% Hispanic: 23.17% White: 30.28% English Learners: 15.93% Foster Youth: 10% Socioeconomically Disadvantaged: 24.05% Students with Disabilities: 17.15% Specific Schools: Annie Pennycook Elementary 22.9% Highland Elementary 17.73% Lincoln Elementary 14.35% Mare Island Health and Fitness Academy 20.45% CAASPP Science 22.54% Met/Exceeded Standards Specific Student Group: Black or African American: 14.48% English Learners: 11.75% Foster Youth: 10%	baseline (closed in 25-26). Mare Island Health and Fitness Academy: 5.01 percentage points below baseline (closed in 25-26). CAASPP Math Overall: 2.24 percentage points above baseline. Homeless: 11.52 percentage points below baseline. Black/African American: 4.21 percentage points above baseline. Hispanic: 2.57 percentage points above baseline. English Learners: 1.94 percentage points above baseline. Socioeconomically Disadvantaged: 2.63 percentage points above baseline. Annie Pennycook Elementary: 1.31 percentage points above baseline.

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth No Data Available Socioeconomically Disadvantaged 11.63% Report Year 2023-2024	English Learners 2.91% Foster Youth No Data Available Socioeconomically Disadvantaged 14.02% Report Year 2024-2025	Socioeconomically Disadvantaged: 20.49% Report Year 2025-2026	Highland Elementary: 0.76 percentage points below baseline. Lincoln Elementary: No data available. Mare Island Health and Fitness Academy: 1.95 percentage points above baseline (closed in 25-26). CAASPP Science Overall: 3.20 percentage points above baseline. Black/African American: 6.85 percentage points above baseline. English Learners: 1.16 percentage points above baseline. Socioeconomically Disadvantaged: 3.53 percentage points above baseline. Report Year 2024-2025
1.5	Distance Points From Standard in English Language Arts (ELA)	Distance Points From Standard in English	Distance Points From Standard in	Distance Points From Standard in	Distance Points From Standard in	Distance Points from Standard in English Language

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Specific Student Groups: English Learners (EL group in DataQuest) Black or African American (Action 4.5) Hispanic (Action 3.1) Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1) Specific Schools: Annie Pennycook Elementary Federal Terrace Elementary Lincoln Elementary Loma Vista Environmental Science Academy Mare Island Health and Fitness Academy Distance Points From Standard in Math Specific Student Groups: Homeless Black or African American (Action 4.5) Hispanic (Action 3.1) White (Action 3.1) English Learners Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1)	Language Arts (ELA): -69.2 Specific Student Groups: English Learners: -100.6 Black or African American: -94.4 Hispanic: -80.7 Foster Youth: -115.4 Socioeconomically Disadvantaged: -78 Students with Disabilities: -135.5 Specific Schools: Annie Pennycook Elementary: -75.7 Federal Terrace Elementary: -74.7 Lincoln Elementary: -134.2 Loma Vista Environmental Science Academy: -88 Mare Island Health and Fitness Academy: -88.1 Distance From Standard in Math: -100.4 Specific Student Groups: Homeless: -130 points Black or African American: -130.4 Hispanic: -109.6 White: -69.4	English Language Arts (ELA): -72.4 Specific Student Groups: English Learners: -102.1 Black or African American: -99.8 Hispanic: -81.9 Foster Youth: -114.3 Socioeconomically Disadvantaged: -80.4 Students with Disabilities: -133.6 Specific Schools: Annie Pennycook Elementary: -67.9 Federal Terrace Elementary: -80.1 Lincoln Elementary: -73.5 (28 students) Loma Vista Environmental Science Academy: -88.1 Mare Island Health and Fitness Academy: -86.3 Distance From Standard in Math: -96.4 Specific Student Groups:	English Language Arts (ELA): -66.3 Specific Student Groups: English Learners: -92.9 Black or African American: -90 Hispanic: -74.9 Foster Youth: -147.8 Socioeconomically Disadvantaged: -74.6 Students with Disabilities: -127.9 Specific Schools: Annie Pennycook Elementary: -62.9 Federal Terrace Elementary: -73.5 Lincoln Elementary: -59.6 (23 students) Distance From Standard in Math: -92.3 Specific Student Groups: Homeless: -140.4 Black or African American: -118.8 Hispanic: -99.1 White: -74.9 English Learners: -110.0	English Language Arts (ELA): -59.2 Specific Student Groups: English Learners: -90.6 Black or African American: -84.4 Hispanic: -70.7 Foster Youth: -105.4 Socioeconomically Disadvantaged: -68 Students with Disabilities: -125.5 Specific Schools: Annie Pennycook Elementary: -65.7 Federal Terrace Elementary: -64.7 Lincoln Elementary: -124.2 Loma Vista Environmental Science Academy: -78 Mare Island Health and Fitness Academy: -78.1 Distance From Standard in Math: -90.4 points from standard Specific Student Groups:	Arts (ELA): 2.9 points higher than baseline Specific Student Groups: English Learners: 7.7 points higher than baseline Black or African American: 4.4 points higher Hispanic: 5.8 points higher than baseline Foster Youth: 32.4 points lower than baseline Socioeconomically Disadvantaged: 3.4 points higher Students with Disabilities: 7.6 points higher than baseline Specific Schools: Annie Pennycook Elementary: 12.8 points higher than baseline Federal Terrace Elementary: 1.2 points higher Lincoln Elementary: 74.6 points higher than baseline

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Specific Schools: Annie Pennycook Elementary Highland Elementary Lincoln Elementary Mare Island Health and Fitness Academy (Priority 4A) Source: CA School Dashboard	English Learners: -120.4 Foster Youth: -158.9 Socioeconomically Disadvantaged: -108.3 Students with Disabilities: -154.7 Specific Schools: Annie Pennycook Elementary -96.3 Highland Elementary: -123 Lincoln Elementary: -134.2 Mare Island Health and Fitness Academy: -88.1 Report Year 2022-2023	Homeless: -129.1 Black or African American: -128.4 Hispanic: -104.5 White: -76.1 English Learners: -115.1 Foster Youth: -103.9 Socioeconomically Disadvantaged: -103.9 Students with Disabilities: -152.9 Specific Schools: Annie Pennycook Elementary -93.5 Highland Elementary: -128.7 Lincoln Elementary: -58.9 (28 students) Mare Island Health and Fitness Academy: -118.8 Report Year 2023-2024	Foster Youth: -196.2 Socioeconomically Disadvantaged: -99.7 Students with Disabilities: -151.8 Specific Schools: Annie Pennycook Elementary -85 Highland Elementary: -123.1 Lincoln Elementary: -58.8 (23 students) Report Year 2024-2025	Homeless: -120 Black or African American: -120.4 Hispanic: -99.6 White: -59.4 English Learners: -110.4 Foster Youth: -148.9 Socioeconomically Disadvantaged: -98.3 Students with Disabilities: -144.7 Specific Schools: Annie Pennycook Elementary -86.3 Highland Elementary: -113 Lincoln Elementary: -124.2 Mare Island Health and Fitness Academy: -78.1 Report Year 2025-2026	Distance from Standard in Math: 8.1 points higher than baseline overall. Specific Student Groups: Homeless: 10.4 points lower than baseline Black or African American: 11.6 points higher than baseline Hispanic: 10.5 points higher than baseline White: 5.5 points lower than baseline English Learners: 10.4 points higher than baseline Foster Youth: 37.3 points lower than baseline Socioeconomically Disadvantaged: 8.6 points higher than baseline Students with Disabilities: 2.9 points higher than baseline Specific Schools: Annie Pennycook Elementary: 11.3

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						points higher than baseline Highland Elementary: 0.1 points lower than baseline Lincoln Elementary: 75.4 points higher than baseline Report Year 2024-2025
1.6	% NWEA Projected Proficiency Reading Specific Student Groups: English Learners Black or African American (Action 4.5) Hispanic (Action 3.1) Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1) Specific Schools: Annie Pennycook Elementary Federal Terrace Elementary Lincoln Elementary Loma Vista Environmental Science Academy Mare Island Health and Fitness Academy	NWEA Projected Proficiency Reading 27.38% Specific Student Groups: English Learners: 6.92% Black or African American: 22.34% Hispanic: 22.78% Foster Youth: 14.4% Socioeconomically Disadvantaged: 25.55% Students with Disabilities: 13.8% Specific Schools: Annie Pennycook Elementary: 26.15% Federal Terrace Elementary: 19.77% Lincoln Elementary: 5% Loma Vista Environmental Science Academy: 27.38%	NWEA Projected Proficiency Reading 32.46% Specific Student Groups: English Learners: 9.5% Black or African American (Action 4.5): 26.88% Hispanic (Action 3.1): 28.23% Foster Youth: 18.63% Socioeconomically Disadvantaged: 30.19% Students with Disabilities (Action 3.1): 18.62% Specific Schools: Annie Pennycook Elementary: 30.7%	NWEA Projected Proficiency Reading: 31.69% Specific Student Groups: English Learners: 9.22% Black or African American (Action 4.5): 27.83% Hispanic (Action 3.1): 26.82% Foster Youth: 14.1% Socioeconomically Disadvantaged: 30.03% Students with Disabilities (Action 3.1): 16.94% Specific Schools: Annie Pennycook Elementary: 31.4%	37.38% NWEA Projected Proficiency Reading Specific Student Groups: English Learners: 16.92% Black or African American: 32.34% Hispanic: 32.78% Foster Youth: 24.4% Socioeconomically Disadvantaged: 35.55% Students with Disabilities: 23.8% Specific Schools: Annie Pennycook Elementary: 36.15%	NWEA Projected Proficiency Reading: 4.31% higher than baseline Specific Student Groups: English Learners: 2.3% higher than baseline Black or African American: 5.49% higher than baseline Hispanic: 4.04% higher than baseline Foster Youth: 0.3% lower than baseline Socioeconomically Disadvantaged: 4.48% higher than baseline

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% NWEA Projected Proficiency Math Specific Student Groups: Homeless Black or African American (Action 4.5) Hispanic (Action 3.1) White (Action 3.1) English Learners Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1) Specific Schools: Annie Pennycook Elementary Highland Elementary Lincoln Elementary Mare Island Health and Fitness Academy (Priority 2A) Source: Student Analytics Lab, 8.5 NWEA MAP Projected Scores Dashboard	Mare Island Health and Fitness Academy: 22.93% NWEA Projected Proficiency Math 19.55% Homeless: 9.69% Black or African American: 13.01% Hispanic: 16.22% White: 30.45% English Learners: 7.63% Foster Youth: 9.37% Socioeconomically Disadvantaged: 17.45% Specific Schools: Annie Pennycook Elementary: 12.3% Highland Elementary: 6.3% Lincoln Elementary: 5.6% Mare Island Health and Fitness Academy: 15% from School Year 2023-2024, Midyear Assessment	Federal Terrace Elementary: 27.5% Lincoln Elementary: 20.4% Loma Vista Environmental Science Academy: 25.8% Mare Island Health and Fitness Academy: 30% NWEA Projected Proficiency Math 22.34% Specific Student Groups: Homeless: 11.41% Black or African American (Action 4.5): 16.87% Hispanic (Action 3.1): 19.8% White (Action 3.1): 30.21% English Learners: 10.99% Foster Youth: 10.13% Socioeconomically Disadvantaged: 21.14% Students with Disabilities (Action 3.1): 14.46% Specific Schools:	Federal Terrace Elementary: 27.7% Lincoln Elementary: 21.6% NWEA Projected Proficiency Math: 17.58% Specific Student Groups: Homeless: 8.36% Black or African American (Action 4.5): 13.33% Hispanic (Action 3.1): 13.4% White (Action 3.1): 28.88% English Learners: 5.95% Foster Youth: 9.59% Socioeconomically Disadvantaged: 15.88% Students with Disabilities (Action 3.1): 9.95% Specific Schools: Annie Pennycook Elementary: 19.8% Highland Elementary: 7.9% Lincoln Elementary:12.8%	Federal Terrace Elementary: 29.77% Lincoln Elementary: 15% Loma Vista Environmental Science Academy: 37.38% Mare Island Health and Fitness Academy: 32.93% 30.52% NWEA Projected Proficiency Math Homeless: 29.94% Black or African American: 25.14% Hispanic: 27.62% White: 36.4% English Learners: 19.03% Foster Youth: 19% Socioeconomically Disadvantaged: 28.85% Specific Schools: Annie Pennycook Elementary: 25% Highland Elementary: 16.4% Lincoln Elementary: 15%	Students with Disabilities: 3.14% higher than baseline Specific Schools: Annie Pennycook Elementary: 5.25% higher than baseline Federal Terrace Elementary: 7.93% higher than baseline Lincoln Elementary: 16.6% higher than baseline NWEA Projected Proficiency Math: 1.97% lower than baseline Specific Student Groups: Homeless: 1.33% lower than baseline Black or African American: 0.32% higher than baseline Hispanic: 2.82% lower than baseline White: 1.57% lower than baseline

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Annie Pennycook Elementary: 19.2% Highland Elementary: 6.9% Lincoln Elementary: 4.2% Mare Island Health and Fitness Academy: 21.2% from School Year 2024-2025, Midyear Assessment	from School Year 2025-2026,Midyear Assessment	Mare Island Health and Fitness Academy: 28.33% from School Year 2025-2026, Midyear Assessment	English Learners: 1.68% lower than baseline Foster Youth: 0.22% higher than baseline Socioeconomically Disadvantaged: 1.57% lower than baseline Specific Schools: Annie Pennycook Elementary: 7.5% higher than baseline Highland Elementary: 1.6% higher than baseline Lincoln Elementary: 7.2% higher than baseline From School Year 2025-2026
1.7	% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words % of 1st graders that score P in 1st grade fluency passage % of 2nd graders that score P 2nd grade fluency passage	32.09% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 37.75% of 1st graders that score P in 1st grade fluency passage 38.7% of 2nd graders that score P 2nd grade fluency passage	32.09% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 37.75% of 1st graders that score P in 1st grade fluency passage	34% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 57.78% of 1st graders that score P in 1st grade fluency passage	35% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 80% of 1st graders that score P in 1st grade fluency passage	Kindergarten (CORE Assessment E: Blending CVC Words): 1.91 points higher than baseline. 1st Grade (Fluency Passage):

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 2A) Source: ESGI database	School Year 2024-2025, Midyear Actual	38.7% of 2nd graders that score P 2nd grade fluency passage School Year 2024-2025, Midyear Actual	43.89% of 2nd graders that score 84+ on grade fluency passage School Year 2025-2026, Midyear Actual	80% of 2nd graders that score P 2nd grade fluency passage School Year 2026-2027, Midyear Actual	20.03 points higher than baseline. 2nd Grade (Fluency Passage): 5.19 points higher than baseline. School Year 2025-2026
1.8	% of graduates meeting UC/CSU requirements (Priority 4B) Source: CA School Dashboard, College/Career, Additional Reports	26% of graduates met UC/CSU requirements Report Year 2022-2023	20.1% of graduates met UC/CSU requirements Report Year 2023-2024	22.3% of graduates met UC/CSU requirements Report Year 2024-2025	36% of graduates met UC/CSU requirements Report Year 2025-2026	3.7 percentage points below baseline School Year 2025-2026
1.9	% Not Deficient in credits for A-G courses (Priority 4B) Source: Student Analytics Lab	78.6% Not Deficient in credits for A-G courses School Year 2023-2024, Quarter 3	61.3% Not Deficient in credits for A-G courses *at High School sites School Year 2024-2025, Quarter 3	78.7% Not Deficient in credits for A-G courses School Year 2025-2026, Quarter 3	88% Not Deficient in credits for A-G courses School Year 2026-2027, Quarter 3	0.1 percentage points below baseline School Year 2025-2026
1.10	% of students who graduate and complete a CTE pathway (Priority 4C) Source: CA School Dashboard, College/Career, Additional Reports	8.4% of students graduated and completed a CTE pathway Report Year 2022-2023	5.0% of students graduated and completed a CTE pathway Report Year 2023-2024	7.4% of students graduated and completed a CTE pathway Report Year 2024-2025	35% of students graduated and completed a CTE pathway Report Year 2025-2026	1 percentage points below baseline Report Year 2024-2025

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	% of students who met UC/CSU requirements AND complete a CTE pathway (Priority 4D) Source: CA School Dashboard, College/Career, Additional Reports	3.8% of students met UC/CSU requirements AND completed a CTE pathway Report Year 2022-2023	1.7% of students met UC/CSU Requirements AND Completed at Least One CTE Pathway Report Year 2023-2024	2.4% of students met UC/CSU Requirements AND Completed at Least One CTE Pathway Report Year 2024-2025	14% of students met UC/CSU requirements AND completed a CTE pathway Report Year 2025-2026	1.4 percentage points below baseline Report Year 2024-2025
1.12	% of students who passed an advanced placement (AP) examination with a score of 3 or higher (Priority 4G) Source: College Board	33% of students who passed an advanced placement (AP) examination with a score of 3 or higher Administration Year 2023	37% of students passed an advanced placement (AP) examination with a score of 3 or higher Administration Year 2024	28% of students passed an advanced placement (AP) examination with a score of 3 or higher Administration Year 2025	45% of students who passed an advanced placement (AP) examination with a score of 3 or higher Administration Year 2026	4 percentage points above baseline
1.13	% of 11th grade students who Met or Exceeded standards on CAASPP-ELA (Priority 4H) Source: DataQuest	28.92% of 11th grade students Met or Exceeded standards on CAASPP- ELA Report Year 2022-2023	25.38% of 11th grade students who exceeded standards on CAASPP - ELA Report Year 2023-2024	25.65% of 11th grade students who exceeded standards on CAASPP - ELA Report Year 2024-2025	36% of 11th grade students Met or Exceeded standards on CAASPP- ELA Report Year 2025-2026	3.27 percentage points below baseline Report Year 2024-2025
1.14	% of 11th grade students who Met or Exceeded standards on CAASPP - Math (Priority 4H) Source: DataQuest	11.85% of 11th grade students Met or Exceeded standards on CAASPP - Math Report Year 2022-2023	14.66% of 11th grade students who exceeded standards on CAASPP - Math Report Year 2023-2024	23.91% of 11th grade students who exceeded standards on CAASPP - Math Report Year 2024-2025	18% of 11th grade students Met or Exceeded standards on CAASPP - Math Report Year 2025-2026	12.06 percentage points above baseline Report Year 2024-2025

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	% of students who graduated high school within four years Specific Student Groups: Students with Disabilities English Learners Specific Schools: John Finney (Priority 5E) Source: DataQuest	78.9% of students graduated high school within four years Specific Student Groups: Students with Disabilities: 52% English Learners: 62.5% Specific Schools: John Finney: 83% Report Year 2022-2023	76.8% of students graduated high school within four years Specific Student Groups: Students with Disabilities 62.9% English Learners 61.4% Specific Schools: John Finney 80.2% Report Year 2023-2024	79.3% of students graduated high school within four years Specific Student Groups: Students with Disabilities 66.7% English Learners 68.1% Specific Schools: John Finney 74.7% Report Year 2024-2025	88% of students graduated high school within four years Specific Student Groups: Students with Disabilities: 62% English Learners: 72.5% Specific Schools: John Finney: 93% Report Year 2025-2026	Overall four-year graduation rate: 0.4 percentage points below baseline. Specific Student Groups: Students with Disabilities: 14.7 percentage points above baseline. English Learners: 5.6 percentage points above baseline. Specific Schools: John Finney: 8.3 percentage points below baseline. Report Year 2024-2025
1.16	% of high school graduates who are placed in the "Prepared" level on the College/Career Indicator Specific Student Groups: Students with Disabilities English Learners Homeless African American Specific Schools: John Finney (Priority 8A)	15.6% of high school graduates placed in the "Prepared" level on the College/Career Indicator. Specific Student Groups: Students with Disabilities: 7.7% English Learners: 4.5% Homeless: 0% African American: 8.2% Specific Schools: John Finney 0%	15.4% of high school graduates placed in the "Prepared" level on the College/Career Indicator. Specific Student Groups: Students with Disabilities 1.8% English Learners 4.4% Homeless 0%	27.4% of high school graduates placed in the "Prepared" level on the College/Career Indicator. Specific Student Groups: Students with Disabilities 3.2% English Learners 13% Homeless 14.5%	32% of high school graduates placed in the "Prepared" level on the College/Career Indicator. Specific Student Groups: Students with Disabilities: 17.7% English Learners: 14.5% Homeless: 10%	High school graduates placed in the "Prepared" level on the College/Career Indicator: 11.8 percentage points above baseline. Specific Student Groups: Students with Disabilities: 4.5 percentage points below baseline.

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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	African American 5.9% Specific Schools: John Finney 1% Report Year 2023-2024	African American 18.2% Specific Schools: John Finney 0% Report Year 2024-2025	African American: 18.2% Specific Schools: John Finney 10% Report Year 2025-2026	English Learners: 8.5 percentage points above baseline. Homeless: 14.5 percentage points above baseline. African American: 10.0 percentage points above baseline. Specific Schools: John Finney: same as baseline. Report Year 2024-2025
1.17	% of Preschoolers indicated in Building Earlier and above in measures Social and Emotional Development, Language and Literacy Development, and Cognition: Math Source: DRDP Assessment	40% of Preschoolers indicated in Building Earlier and above in Social and Emotional Development, 30% of Preschoolers indicated in Building Earlier and above in Language and Literacy Development 32% of Preschoolers indicated in Building Earlier and above in Cognition: Math Fall 2024 Assessment	New Metric	64% of Preschoolers indicated in Building Earlier and above in Social and Emotional Development, 72% of Preschoolers indicated in Building Earlier and above in Language and Literacy Development 59% of Preschoolers indicated in Building Earlier	50% of Preschoolers indicated in Building Earlier and above in Social and Emotional Development, 40% of Preschoolers indicated in Building Earlier and above in Language and Literacy Development 42% of Preschoolers indicated in Building Earlier	Preschoolers indicated in Building Earlier and above in Social and Emotional Development: 24.0 points higher than baseline. Preschoolers indicated in Building Earlier and above in Language and Literacy Development: 42.0 points higher than baseline. Preschoolers indicated in

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				and above in Cognition: Math Fall 2025 Assessment	and above in Cognition: Math Fall 2027 Assessment	Building Earlier and above in Cognition: Math: 27.0 points higher than baseline. Fall 2025 Assessment

Goal Analysis [2025-26]

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

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

The narrative below describes progress made during 2025-2026 on actions under Goal 1 focusing around the VCUSD Strategic Pillar, Vibrant Culture of Teaching and Learning:

Action 1.1 (Common Core Aligned Curriculum and Instruction) includes seven activities designed to ensure VCUSD provides a rigorous program aligned with the California Common Core State Standards. The district purchased supplemental math materials for elementary and middle school grades and provided additional supplementary materials for other grade levels. Planning guides and syllabi, developed by expert teachers and district staff, were implemented to ensure consistency across classrooms. VCUSD utilized the NWEA Measures of Academic Progress (MAP) system for student assessment two times per year: Beginning of Year (August-September) and Mid-Year (January). Literacy and mathematics coaching was delivered through differentiated site-level, district, and contract services. While secondary classrooms received grade-appropriate furniture in Summer 2024 as Phase One of updating classroom resources, the Phase Two installation for TK-8 and elementary classrooms was paused and did not take place in 2025-2026. High school supplementary mathematics materials are also still needed. Consequently, this action is not yet fully implemented and remains in progress.

Action 1.2 (Structured Early Literacy Program) is currently being implemented. Teachers are continuing to receive training and improve their instruction to ensure students achieve mastery targets before third grade. The UFLI strategy has shown positive student results, but further teacher training and closer monitoring of classroom instruction are required. This action is partially implemented.

Action 1.3 (Services for Multilingual Learners) focuses on practices and resources that support English proficiency for VCUSD Multilingual Learners. The staff identified in this action have been working to support integrated and designated English Language Development, providing professional learning and coaching. Ellevation software is still the platform used for monitoring and documenting progress. VCUSD is still working on officially documenting the actions within the four components of the VCUSD English Learner Master Plan. VCUSD was unable to hire an EL Teacher Leader to support secondary schools, meaning this action is only partially implemented.

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Action 1.4 (Visual and Performing Arts Programs) supplements the implementation of visual and performing arts (VAPA) programming at all school sites. Funding has been allocated to cover an administrator's salary and benefits, as well as materials not provided by Proposition 28, Art, Music in Schools funding. Since VCUSD is in the beginning phase of developing a TK-12 VAPA program, this action is currently partially implemented.

Action 1.5 (District Instructional Leadership) staff are in place to support district priorities. The Educational Services Leadership team has scheduled and held monthly DLT meetings where district wide topics were discussed using data and progress monitoring to identify site-specific next steps. Given the breadth of topics that could be covered, district leadership continued to focus these sessions on high leverage instructional topics, including using data to drive decisions around instruction. During the 2025-2026 school year, VCUSD facilitated a secondary department chair professional learning community to further build the system of support for shared leadership of VCUSD Instructional Priorities. VCUSD also restructured how teacher leaders provided coaching and support to teachers across the district. VCUSD continued its monthly meetings with CCEE and SCOE as part of the Differentiated Assistance support. In 2025-2026, SCOE led sessions focused on analyzing existing data systems, data integrity, and monitoring to understand the current status; improving district-wide efficiency and coherence in data use; building leadership capacity; ensuring alignment of data priorities and practices; and fostering a culture of consistency, sustainability, and continuous improvement across district data systems. CCEE also continued to host monthly Directors Community of Practice sessions with Directors from all district divisions. Additionally, VCUSD held three district learning walk sessions (Fall, Winter, Spring) where district and site staff visited classrooms, collected data, and discussed progress toward implementing district priorities. This action, as written, is fully implemented, with a focus on effectiveness across all activities.

Action 1.6 (Site Instructional Leadership) is only partially implemented and remains in progress. While staffing for this action, which supports the implementation of a rigorous core program, as successfully filled at all sites, the execution of Site Instructional Leadership teams varied. This variance was noted in their composition, the frequency of meetings, and the specific topics discussed. Furthermore, site-level classroom walkthroughs were also inconsistent across school sites, and not all schools have a Site Instructional Leadership team currently in place.

Action 1.7 (Professional Learning for Teaching and Learning) involves a multi-tiered system of professional learning aligned with the VCUSD Professional Learning plan during Year 3. Certificated staff received district-wide mandatory professional learning during five full-day sessions, and all VCUSD teachers participated in monthly district-wide professional learning. VCUSD emphasized monthly site-based literacy coaching through CORE Reading. VCUSD District Professional Learning leaders also offered optional professional development opportunities, including sessions on RIGOR (relationship-building, instruction, goals, organization and relevance), best practices in Special Education, ELA, and Math, a Saturday Math series, monthly new teacher support sessions, and a five-day reading academy. The implementation of this action was affected by changes in professional learning topics during professional development days and staff attendance. This action is considered partially implemented.

Actions 1.8 (Student Outcome Data Analysis) and 1.18 (Implementation of VCUSD Strategic Plan and Local Control and Accountability Plan) fund the staffing and infrastructure necessary to support a data-driven culture of continuous improvement. Designated staff use software and tracking tools to establish a comprehensive data management system for measuring the implementation and effectiveness of LCAP goals. The Superintendent also led a Superintendent’s Student Advisory Committee, which offered input to guide district planning. Further effort is required to develop a user-centered system, enhance data accuracy, and increase usage frequency. Consequently, both actions are currently considered partially implemented.

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Action 1.9 (Curriculum Enrichment Programs) offers various supports to improve the student learning experience at VCUSD through programs provided by both the sites and the district. Staffing for the Loma Vista Farm is complete, which allows for educational opportunities. However, due to the effect of vacancies for Curriculum Enrichment teachers, this action is considered partially implemented.

Action 1.10 (21st Century Technology Environments) supports the updated VCUSD Technology Plan by maintaining a 1:1 student-to-device ratio, which is tracked in AssetMax and supported by purchase orders. Devices, applications, and programs for students and staff, including tools like Google Classroom, have been procured, and vendor services are sustained for daily classroom use. All Library Media Technicians are currently employed, as verified by HR. Support is monitored and tracked using a work order system (Incident IQ) and AssetMax. Site staff are becoming more capable of resolving minor issues directly, which is helping to reduce the volume of support tickets. While the core technology infrastructure is operational, some planned enhancements, such as auditorium audio upgrades, are not yet complete. Considering these factors and the ongoing need to strengthen site-level technology capacity, this action is partially implemented.

Action 1.11 (Staffing for Choice Schools, Secondary Electives, Specialized Programs and Reduction of Combination Classes) focuses on increasing teacher staffing in prioritized areas such as Choice Schools, Secondary Electives, Specialized Programs, and the reduction of Combination Classes. VCUSD was unable to successfully hire for all positions allocated for the 2025-2026 school year. Furthermore, related to this action, the district was not able to hire staff to reduce combination classes. The ongoing challenge of hiring qualified teachers means this action remains in progress.

Actions 1.12 (Early Childhood Education Enhancements) and 1.13 (Alternative Schools) address different parts of the PreK-12 spectrum. Other funding was utilized for this action. Because some funded activities remain incomplete, this action is not considered fully implemented.

Action 1.14 (College and Career Readiness), Action 1.15 (College Preparatory Program), and Action 1.17 (Bridge Programs for Incoming Middle and High School Students) ensure graduates have the skills outlined in the VCUSD Portrait of a Graduate. Progress on these actions was affected by challenges in hiring necessary positions. However, VCUSD successfully provided PSAT testing to all 11th graders for the first time in many years and hosted a Black College Fair with College and Career staff. Additional support and enrichment for high school students were provided by Willie B Adkins and SER Latino. Overall, these actions remain partially implemented as VCUSD continues to develop multiple pathways and opportunities for students to demonstrate college and career preparedness.

Action 1.16 (Native American Support) is considered initially implemented. This is a non-contributing action, and VCUSD staff are continuing their efforts to identify resources to support VCUSD Native American students.

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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.

VCUSD allocated $23,433,928 for actions in Goal 1, Vibrant Culture of Teaching and Learning. The estimated actual expenditures for 2025-2026 were $20,841,924. In analyzing the substantive difference in expenditures of $2,592,004, the following actions were impacted:

VCUSD saw an increase in expenditures in the following actions:
Action 1.1 (Common Core Aligned Curriculum and Instruction) had a substantive increase due to payment of prior year purchase orders in the current year.

Action 1.3 (Alternative Schools Support) and Action 1.14 (College and Career Readiness) had an increase over budget due to salary costs.

VCUSD did not fully utilize budgeted funds in the following actions:
Action 1.9 (Curriculum Enrichment) and Action 1.11 (Staffing for Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes) were impacted by the difference between projected costs and actual salary and benefits for new teachers as well as availability of qualified staff for open positions.

Action 1.7 (Professional Learning for Teacher and Learning) had a decrease in overall expenditures due to the availability and use of one-time funding for instructional staff professional learning through the Educator Effectiveness Block Grant.

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

VCUSD saw progress in Goal 1 metrics and actions in the second year of a three-year LCAP cycle as well as opportunities for growth in student academic outcomes and effectiveness based on metrics that will inform the 2026-2027 plan.

VCUSD saw overall progress in thirteen of seventeen metrics in Goal 1 (with two metrics waiting for data updates. Two metrics supported by local measures were met: Metric 1.2 (Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home), Metric 1.3 (% of Learning Walks where implementation of state board adopted academic content and performance standards for all students was observed) made progress toward the desired outcome for Year 3 of the 2024-2027 LCAP cycle.

Four metrics relate to the 2025 VCUSD CAASPP performance: Metrics 1.4 (CAASPP % Met/Exceeded Standards in English Language Arts [ELA], Math, and Science), 1.5 (Distance Points From Standard in ELA and Math) , 1.13 (% of 11th grade students who Met or Exceeded standards on CAASPP- ELA) and 1.14 (% of 11th grade students who Met or Exceeded standards on CAASPP- Math).

From Year 1 (2024-2025) to Year 2 (2025-2026), VCUSD students showed overall growth in English Language Arts, Mathematics and Science (Metrics 1.4, 1.5, 1.14). English Language Arts scores slightly improved with an increase of .48% overall met/exceeded standards (from 25.33% to 25.81%) with students moving 6.1 points closer to standard. Mathematics scores improved overall by .94% between 2024 and 2025 (from 17.82% to 18.76%) with students moving 2.1 points closer to grade level standards. Science scores improved overall from 13.16% meeting or exceeding standards in 2024 to 15.74% in 2025. 11th grade students improved .27% overall of students who met/exceeded standards in ELA (Metric 1.13) and improved 9.25% points (from 14.66% to 23.91%) in Math (Metric 1.14).

In looking at the student groups and specific schools monitored in Metric 1.4, identified groups maintained or improved in the percentage of students meeting or exceeding standards on the 2025 ELA CAASPP. Annie Pennycook Elementary declined from 2023 (1.33%) while Federal Terrace Elementary continued to improve (up .97%). For Mathematics, all student groups all showed growth in percentage of students meeting or exceeding standards except for the Homeless student group with a decline of 1.23%. Annie Pennycook Elementary and Highland Elementary both improved. In Science, all student groups showed positive growth.

VCUSD utilized the NWEA Measure of Academic Progress Assessment (Metric 1.6) to monitor progress during the 2025-2026 school year to inform effectiveness of actions. The NWEA Projected Proficiency for Reading for grades 1-12 at the Midyear assessment in 2025-2026 is

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31.69% compared to the same timeframe in 2024-2025 where the projected proficiency was 32.46%. The African American student group made almost a percentage point growth while other identified specific student groups outlined in Metric 1.6 had a slight decline. The NWEA Projected Proficiency for Math also declined.

In 2025-2026, effectiveness of Action 1.1 (Common Core Aligned Curriculum and Instruction), Action 1.3 (Services for Multilingual Learners), Action 1.5 (District Instructional Leadership), Action 1.6 (Site Instructional Leadership), Action 1.7 (Professional Learning for Teaching and Learning), Action 1.8 (Student Outcome Data Analysis), Action 1.10 (21st Century Technology Environments), Action 1.11 (Staffing For Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes), and Action 1.18 (Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions) are informed by the progress made on Metrics 1.4, 1.5, 1.6, 1.13, 1.14 as well as Metric 1.2.

In collaboration with CCEE and SCOE, VCUSD developed a data-driven action plan that is supported by the actions indicated above. The related metrics determine the degree in which the work of VCUSD's cycle of continuous improvement is impacting the outcomes of VCUSD students. Based on the 2025 Dashboard outcomes, additional focused efforts on strategies supporting literacy and math remain a priority. Ensuring that classrooms are equipped with tools and resources to promote active learning in a 21st century environment decreases barriers for access. On-going, differentiated training for staff based on research based practices is taking place across all levels of the system (classified, certificated and management) in support of students. In 2025-2026, site and district leadership meetings provided dedicated time to review the plan, develop and monitor quarterly actions, and set individual targets and goals. With the improvement in ELA and Math on the 2025 CAASPP data is indicating that the above actions are showing some effectiveness. VCUSD acknowledges that the focus on a new implementation of a K-8 Math curriculum could have impacted the growth of scores on NWEA.

Metric 1.7 focused on early literacy assessments to measure progress at our early grades in effort to meet our district goal of all students reading at grade level by third grade. In comparing Midyear actuals from CORE and fluency assessments between 2024-2025 and 2025-2026, VCUSD students in kindergarten through second grade are showing measurable progress towards the end of year targeted outcome.

Action 1.2 (Structured Early Literacy Program) and Action 1.12 (Early Childhood Education Enhancements) are aligned to Metric 1.7. Given the growth in the early literacy assessments, VCUSD is able to identify a measure of effective progress towards the Target Year 3 Outcome.

Nine metrics (including Metric 1.13 and Metric 1.14) focus on high school student performance: Metric 1.8 (% of graduates meeting UC/CSU requirements), Metric 1.9 (% not deficient in credits for A-G courses), Metric 1.10 (% of students who graduate and complete a CTE pathway), Metric 1.11 (% of students who met UC/CSU requirements AND complete a CTE pathway), Metric 1.12 (% of students who passed an advanced placement (AP) examination with a score of 3 or higher), Metric 1.15 (% of students who graduated high school within four years), and Metric 1.16 (% of high school graduates who are placed in the "Prepared" level on the College/Career Indicator).

Based on 2025 data, VCUSD saw a positive growth of 2.2% for Metric 1.8 (% of graduates meeting UC/CSU requirements), a 17.4% improvement on Metric 1.9 (% not deficient in credits for A-G courses), a 2.4% growth with Metric 1.10 (% of students who graduate and complete a CTE pathway), .7% increase in (% of students who met UC/CSU requirements AND complete a CTE pathway), Metric 1.12 with a x% point xxx of students who passed an advanced placement (AP) examination with a score of 3 or higher moving from 37% in 2023 to x% in 2024.

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VCUSD also saw positive growth in Metric 1.13 and Metric 1.14 with a .27% increase in 11th grade students who met or exceeded standards on CAASPP in ELA and a 9.25% increase in 11th grade students who met or exceeded standards on CAASPP in Mathematics.

Effectiveness of Actions 1.13 (Alternative Schools Support), 1.14 (College and Career Readiness), 1.15 (College Preparatory Program) and 1.17 (Bridge Programs for Incoming Middle and High School Students) are measured by one or more of the above nine metrics.

With the improvement in two actions, VCUSD is seeing some progress in effectiveness of these actions, specifically for high schools. In 2025-2026, VCUSD implemented next steps to improve high school student outcomes following 2024-2025 collaborative meetings with CCEE and SCOE. Additional attention to the needs of middle school students must be provided in 2026-2027. Prioritized activities as well as a multiyear timeline was drafted to enhance current LCAP actions and further improve secondary student outcomes.

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.

VCUSD will maintain the planned goal and targeted outcomes for the 2026-2027 school year.

Metrics will remain the same as 2025-2026.

Refinements to the 2026-2027 LCAP actions include:

Decreases in staffing due to school closures and fiscal stabilization have been made in Action 1.4 (TK-12 Arts Education Program), Action 1.5 (District Leadership), Action 1.8 (Student Outcome Data Analysis), Action 1.10 (21st Century Technology Environments), and Action 1.17 (Bridge Programs for Incoming Middle and High School Students). A total of 15.0 FTE positions have been removed from the 2026-2027 LCAP.

Action 1.6 (Site Leadership) will be enhanced through the Additional 15% Concentration Grant funding to maintain focus on VCUSD Instructional and SEL priorities through the addition of 2.0 FTE Vice Principals at the elementary levels. Positions through the Additional 15% Concentration Grant funding will be contingency based and reviewed annually.

Action 1.12 (Early Childhood Education Enhancements) will be expanded to include services to provide students in the introductory grades with additional resources to build the capacity of staff to support students positively acclimating to the school environment.

Action 1.13 (Alternative Schools Support) will include Home Hospital programming as a support to students who are experiencing health challenges that impact their ability to attend school in-person.

Action 1.18 (Implementation of VCUSD Strategic Plan and Local Control and Accountability Plan Actions) will add 0.5FTE clerical staffing and additional funding to support the execution of actions.

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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	Common Core Aligned Curriculum and Instruction	This action supports the rigorous implementation of California Common Core Standards aligned curriculum, instruction and assessment for low-income, English learner and foster youth students as outlined in the VCUSD Instructional Priorities. 1.1.a Instructional Materials Materials will be purchased to supplement the core program in all subject areas. School based libraries will be maintained with up to date collections that serve to supplement the core curriculum instructional materials with informational and fictional text. Priority will be given to ensuring that school library collections are culturally relevant to the students of Vallejo and are gender inclusive. 1.1.b Planning Guides and Syllabi Planning Guides and syllabi will be revised as needed through district and site collaboration to support implementation and clarify how and when the District adopted core curriculum materials can be supplemented with other materials to reflect the multi tiered system of support for each core program. Funds will be provided for collaboration around implementation. 1.1.c District Common Assessments District Benchmark Assessments will be administered 3 times per year in grades 1-12 using the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment. This includes a beginning of year baseline assessment, a mid year assessment, and an end of year assessment. Transitional Kindergarten and Kindergarten students are assessed twice each year using the ESGI assessment or a similar platform. Preschool students are assessed using the DRDP. District Formative Assessments will be administered for each grade level 3 times per year. All grades K-12 will conduct performance tasks outlined in the planning guides. Grades K-8 will also conduct formative assessments three times a year to inform progress on the following: reading foundational (grades K-2), reading fluency (grades 3-5), reading for meaning (grades 3-12). Funds will provide for supplemental districtwide resources. 1.1.d Classroom Furniture and Learning Resources All TK-12 classrooms will be provided with grade level- appropriate furniture and learning resources to ensure low-income, English learner and foster youth students demonstrate structured student talk, collaboration	$1,470,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		around complex texts and application of foundational skills to increase engagement in all depth of knowledge tasks in every classroom across the District. Funds will provide for learning resources to ensure active learning for unduplicated students in all classrooms. 1.1.e Targeted ELA Coaching Support VCUSD District ELA team will work with external partners and site leadership of schools with specific subgroups performing at the lowest level to develop a collaborative system of support including walkthroughs and feedback sessions around implementation of strategies learned through on-going professional development. Additional coaching and support will be provided at the school, grade level and individual teacher level as needed. 1.1.f Targeted Math Coaching Support VCUSD District Math team will work with external partners and site leadership of schools with specific subgroups performing at the lowest level to develop a collaborative system of support including walkthroughs and feedback sessions around implementation of strategies learned through on-going professional development. Additional coaching and support will be provided at the school, grade level and individual teacher level as needed. 1.1.g Targeted Science Coaching Support VCUSD District Professional Learning team will work with schools to develop a collaborative system of support including walkthroughs and feedback sessions around implementation of strategies learned through on-going professional development. Additional coaching and support will be provided at the school, grade level and individual teacher level as needed.		
1.2	Structured Early Literacy Program	VCUSD expects all students to be reading at grade level by third grade. This action supports the implementation of a structured early literacy program, incorporating research based practices to support literacy development in grades TK-3, focusing on phonemic awareness, phonics fluency, oral language, vocabulary and comprehension. A structured approach is essential to ensure success for all unduplicated students. 1.2 Structured early literacy practices will be integrated into the adopted curriculum and provide supplemental support as needed. Student progress	$20,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		will be regularly assessed; Instructional practices and implementation will be adjusted accordingly. All educational partners will collaborate to support student literacy. Professional learning will be provided for all teachers to become proficient in early literacy development and deliver best first instruction. Ongoing coaching support and monitoring will be provided to ensure strong implementation. Students will receive just in time intervention supports as determined through assessment data and progress monitoring. Funds will support activities including staffing, supplemental programs, professional development, extra hours, and parent workshops.		
1.3	Services for Multilingual Learners (ML)	This action provides services and support for English Learners (ELs) also known as Multilingual Learners (MLs) to increase English proficiency and reclassification. 1.3.a Supplemental Resources for Language Acquisition Programs VCUSD will provide supplemental resources to enhance designated and integrated ELD resources including software that address language development needs and resources, such as English 3D, that provide additional tools for ML students to reach Literacy goals. 1.3.b English Learner Master Plan District will collaborate with educational partners to develop a multi-year plan aligned to the English Learner Roadmap. This plan will be implemented and monitored in order to close the achievement gap between all students and EL students in TK - 12th grade. Funds will be provided for services and extra hours. 1.3.c Ellevation Program Management Software Provides an online EL program management system for monitoring progress of English learners and reclassified fully English proficient students. Data is provided in a format that builds teachers' capacity to differentiate learning for EL students. 1.3.d District English Learner (EL) Teacher Leader TK-12 District EL teacher leader (1.0 FTE) will provide support to sites to implement ELD and access to the core curriculum for EL students, as well as provide professional development. 1.3.e Integrated and Designated English Language Development Implementation	$168,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		For the 2026-2027 school year, Integrated and Designated ELD will be added into the VCUSD District and site level Learning Walks. Data will be used to inform site and district professional development. 1.3.f Adaptive Technology Explore, purchase, implement and monitor tools to increase language and foundational literacy with emergent language learners.		
1.4	TK-12 Visual and Performing Arts Programs	This action provides students in grades TK-12 with arts education opportunities during the school day at all VCUSD school sites. 1.4.a TK-12 Visual and Performing Arts Supplemental Resources Funds will be used for materials, equipment, supplies, and contracted services from community arts and other partners to support the planning process and to enhance the VAPA programs across the school district to provide low-income students with resources to experience the range of visual and performing arts activities. Equipment will include technology upgrades to presentation spaces such as school district auditoriums. 1.4.b Visual and Performing Arts Pathway Leadership Educational Services Directors will lead the exploration of and planning for a Visual and Performing Arts across all schools. Contract services will be utilized for expertise in expanding and sustaining current program focus.	$100,000.00	Yes
1.5	District Instructional Leadership (Technical Assistance Action)	This action outlines district level staffing and structures developed in partnership with California Collaborative for Educational Excellence (CCEE) and Solano County Office of Education (SCOE) to support the rigorous implementation of California Common Core Standards aligned to the VCUSD Instructional Priorities to positively impact academic outcomes for our unduplicated students. 1.5.a District Instructional Reform Coordinators and Teacher Leaders Elementary and Secondary administrator and teacher leaders will provide leadership in curriculum implementation, effective instructional strategies, program assessment, and the implementation of learning from professional development that is responsive to the needs of our targeted students groups, in particular English Learners, Foster Youth and low income students. Funding for staffing will include a portion of the Elementary and	$2,159,147.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		Secondary Directors' salaries (.5 FTE per admin), TK-12 ELA and the Humanities District instructional reform coordinator (1.0 FTE), TK-12 Math and the Sciences District instructional reform coordinator (1.0 FTE), content-specific Teacher Leaders for ELA and Math (1.0 FTE each), and 6.0 FTE Teacher Leaders who support sites in district priority implementation. 1.5.b District Leadership Team meetings District and site leadership participate in scheduled collaboration to implement the Data and Analysis Framework that will guide the use of data to improve outcomes for students, including targeted subgroups, in the areas of academic achievement, positive behavior (including regular attendance) and social emotional learning. 1.5.c Site and District Level Learning Walks Site and District level Learning Walks will be conducted according to established timelines and protocols in order to determine the levels of implementation of the VCUSD Instructional Priorities and the impact these practices are having on student learning, particularly targeted subgroups,. The data from learning walks will be used to identify trend data in order to determine areas of need and aligned actions, and target the allocation of resources.		
1.6	Site Instructional Leadership (Technical Assistance Action)	This action outlines site level structures to support the rigorous Implementation of California Common Core Standards aligned to the VCUSD Instructional Priorities at the site level to positively impact academic outcomes for our unduplicated students. 1.6.a Site based Leadership Support Vice Principals will support instruction, positive school climates, and social emotional learning. Staffing will include: high school vice principals (4.0 FTE), middle school vice principals (2.0 FTE), and elementary or TK-8 vice principals (4.0 FTE). VCUSD will utilize Add-on Concentration funding intended to enhance staffing to support this activity. 1.6.b Site based Instructional Leadership Teams Leadership teams will be in place at each site to assist the principal with developing and monitoring the instructional and social emotional learning programs, particularly for targeted subgroups. Funds will be available for	$1,905,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		Extra Service Agreements and stipends to hold Instructional Leadership Team meetings beyond the student day. 1.6.c Site Level Classroom Walkthroughs Classroom walkthroughs will be conducted according to established timelines by site level staff using the VCUSD Walkthrough protocol to identify areas of strengths and areas for growth and provide teacher feedback in order to improve literacy core instructional practices, particularly for targeted subgroups.		
1.7	Professional Learning for Teaching and Learning (Technical Assistance Action)	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, and salaries and benefits for contractual professional learning days. 1.7.a Multi-Year, Comprehensive Professional Learning Plan A five year professional learning plan has been developed and will be implemented to guide professional development from School Years 2026-2027 through 2030-2031. 1.7.b Professional Learning Staffing A 1.0 FTE certificated director will develop, implement and monitor the professional learning plan. A 1.0 FTE classified staff person will support the implementation and monitoring of the professional learning plan. VCUSD will provide each site with a dedicated substitute to ensure continuity in instruction while supporting teachers through coaching, collaboration, and during the day professional learning. 1.7.c District Professional Learning Priorities for all Staff The professional learning opportunities described in this action are priorities for all certificated and targeted classified staff. It is anticipated that training in these areas will take place over multiple years in order to reach all staff and to ensure a deep understanding that becomes a part of the District culture. The priorities are: 1.7.c.i Assessment and Data Analysis for Continuous Improvement All staff will participate in professional learning needed to implement the Data and Analysis Framework that will guide the use of data to improve	$3,595,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		outcomes for students, including targeted subgroups, in the areas of academic achievement, positive behavior (including regular attendance) and social emotional learning. Professional learning in this area will also include support in the effective implementation of the VCUSD Learning Walk process. 1.7.c.ii Diversity, Equity and Inclusion This training will build awareness, hone communication skills, and promote action that supports inclusion and equitable outcomes for all students. 1.7.c.iii VCUSD Instructional Priorities This focused training will support the implementation of and improve the student success rate of the District Instructional Priorities for Literacy and Math. 1.7.c.iv Accelerated Learning Strategies This training will include support for differentiation, "Just In Time" Teaching, and the use of Tier 2 and 3 interventions based on student data from formative assessments. 1.7.c.v The Science of Reading This action will support professional learning aligned to improved literacy outcomes for all instructional staff. 1.7d Literacy Aligned Professional Learning for Teachers All classroom teachers in grades K-5 will participate in Core Learning sessions as outlined in the VCUSD Professional Learning Plan for school year 2026-2027. Preschool and TK teachers will participate in professional learning sessions aligned to essential literacy standards for preschool and TK students. 1.7e Professional Learning for Teacher Leaders All teacher leaders and others providing coaching will participate in the Core Learning coaching program during the 2026-2027 school year. 1.7.f Professional Learning for Site and District Administrators supporting Literacy All administrators with a literacy leadership role will participate in ongoing learning through Core Learning leadership program as outlined in the Professional Learning Plan. 1.7.g Improvement Science Professional Learning 1.7.g.i Foundation Learning - Improvement Science Foundational learning provided to the Executive Cabinet and the District Leadership Team will be supported in order to apply foundational learning.		

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Action #	Title	Description	Total Funds	Contributing
		1.7.h Professional Learning Targets to Measure Success for Core Learning Process targets to guide implementation and student performance targets to measure success will be established for the Core Learning Professional Learning Plan for 2026-2027 prior to contract approval. 1.7.i Professional Learning Literacy Expectations for Site Based Professional Learning The professional learning implemented at the sites during the 2026-2027 school year will align to the VCUSD Professional Learning Parameters for use of time during early release Wednesdays. 1.7.j District Professional Learning Priorities for Specialized Staff The professional learning opportunities in this action are priorities for certain groups of staff members and will be fully described in the Multi-Year Professional Learning Plan. These priorities will include: 1.7.j.i Coaching for new principals. 1.7.j.ii Coaching and support aligned to Professional Learning Communities for Site and District Leadership Teams. 1.7.j.iii Coaching and support for Teacher Leaders, including Cognitive Coaching professional learning and other professional learning as outlined in the Professional Learning Plan. 1.7.j.iv CA Learning Foundations and curriculum training for Pre-K teachers, TK teachers, and teacher assistants that support these programs. 1.7.j.v New teacher training and support. 1.7.j.vi Phonemic awareness instruction for K-3 teachers. 1.7.j.vii 8th-9th grade transition through Cal Ed Partners for targeted schools. 1.7.j.viii Training, collaboration, and support for department chairs at middle and high school levels. 1.7.j.ix Targeted training for 6-12 grade teachers in the areas of literacy, and integrated math. 1.7.j.x SIPPS Training for targeted intervention instructors. 1.7.j.xi Mathematical Practices for K-5 teachers. 1.7.j.xii AVID training and collaboration meetings. 1.7.j.xiii Training, collaboration, and support aligned with VCUSD's MTSS framework. 1.7.j.xiv Teacher Institute for targeted TK-12 teachers.		

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Action #	Title	Description	Total Funds	Contributing
		1.7.j.xv Training, collaboration, and support for content-specific instruction for middle and high school, including targeted subgroups. 1.7.j.xvi Universal Design for Learning 1.7.j.x.ii Training, collaboration, and support for science, K-12 1.7.j.x.iii Training, collaboration, and support for English language development for English Learners in an integrated and designated setting 1.7.j.x.iv Training, collaboration, and support for Long-term English Learners to address differentiated needs for students who have not reclassified as fluent English proficient The VCUSD Professional Learning Plan establishes baseline professional learning that will be provided to all staff members, as well as recommended Professional Learning experiences that will be provided to staff members after the duty day. 1.7.k Delivery Systems for Professional Learning 1.7.k.i Early Release Wednesdays Professional learning activities will be provided at each site on early release Wednesdays as specified in the VCUSD/VEA Bargaining Agreement. The professional learning provided during this time will align to the parameters established in the VCUSD Professional Learning Plan. 1.7.kii 5 professional development days have been built into the annual calendar for certificated staff members. 1.7.kiii 4 Professional development days have been built into the annual calendar for classified staff. 1.7.l Site Collaboration K-5, K-8, and alternative schools will be allocated funding for extra hours or release time, pending availability of substitute teachers, for grade level, or departmental collaboration.		
1.8	Student Outcome Data Analysis (Technical Assistance Action)	This action identifies staffing and structures in partnership with California Collaborative for Educational Excellence (CCEE) and Solano County Office of Education (SCOE) to support a culture of data driven culture of continuous improvement throughout the district, with a focus on overall student progress as well as additional analysis of targeted subgroups, including low income, English Learner, and Foster Youth students. 1.8.a Student Outcome Data Analysis Staffing	$270,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		A 1.0 FTE classified position will support the implementation of districtwide systems for data analysis in order to promote a data driven culture of improvement that impact student outcomes. 1.8.b Student Data Management System A robust student data management system will be used by instructional staff to regularly track student outcomes, including targeted subgroups, and provide student supports. This system will be used to inform the multi-tiered system of supports. Strategies to address and ensure data integrity will be implemented and monitored. Funds will be provided for software, services, and extra hours for staff.		
1.9	Curriculum Enrichment Programs	This action will support the implementation of site specific student enrichment programs and activities tied to school level themes and student interests. Programs will engage our low-income and English learner students as well as build connections between what they are learning in class and how it applies outside of school. 1.9.a Site based Curriculum Enrichment Funds will be allocated to sites to support enrichment activities aligned to the core curriculum. Activities include but are not limited to: classroom based services, assemblies, field trips to provide enrichment aligned to the core curriculum, career readiness, or college preparedness, or other services tied to student interest. Expenditures could include salaries, extra hours, benefits, materials, transportation and services. 1.9.c Loma Vista Farm This action supports the caretaking and guest services for the Loma Vista Farm. Located on the campus of the Loma Vista Environmental Science Academy, the farm provides a hands-on learning environment available to students in the Vallejo City Unified School District free of charge. Funds will be allocated for a farm keeper (1.0 FTE), a farm assistant (1.0 FTE) to maintain the farm and provide students with educational experiences as well as supplemental resources are employed to enhance farm curriculum will be provided.	$2,245,500.00	Yes

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Action #	Title	Description	Total Funds	Contributing
1.10	21st Century Technology Environments	This action will support the maintenance and enhancement of 21st Century learning and working environments for our low-income, English learner and foster youth students and staff as outlined in the VCUSD Technology Plan. 1.10.a Maintenance and Enhancement of School Site Technology - Hardware and software will be purchased to ensure technology based learning environments, and staff efficiency. Hardware will be purchased to maintain a ratio of at least 1 device for every student at each school site and to replace aging devices. Technology infrastructure will be maintained and enhanced. Funding will provide for vendor services and equipment. 1.10.b Library Media Technicians at all Schools Library Media Technicians (14.0 FTE) are provided at all VCUSD school sites to facilitate student and staff access to technology hardware, software, and library media services. 1.10.c Technology Support Staffing Technology Support Specialists (5.0 FTE) provide technical support to install and maintain hardware and install software systems. A Technology Training Specialist (1.0 FTE) will provide technology focused professional learning and coaching to staff. The Technology Department Secretary (1.0 FTE) will process and track all technology purchases, facilitate the development of vendor contracts, provide customer service, and provide support to the Director. 1.10.d Site Based Technology Support Teachers Technology Support teachers (11.0) at all K- 5, K-8 and middle schools provide technical support to install and maintain appropriate hardware and software systems and receive an annual stipend of $2500.	$2,885,000.00	Yes
1.11	Staffing For Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes	This action will support staffing structures at choice schools, secondary courses, specialized programs that require lower student to staff ratios in order to maintain the program integrity and/or to minimize the need to have combination classes in the elementary grades. 1.11.a Classroom teachers (up to 60 FTE) will be funded to maintain choice schools, secondary programs, and specialized programs as well as reduce combination classes to meet the needs and interests of low-income, English learner and foster youth students and families.	$6,571,378.60	Yes

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Action #	Title	Description	Total Funds	Contributing
1.12	Early Childhood Education Enhancement	This action will support the enhancement of early childhood education programs that prepare low-income and English learner youth through the implementation of professional learning, community outreach, parent education, and purchase of classroom learning materials. 1.12.a Preschool Program Enhancements Funds will be allocated for vendor services, extra service agreements for teachers, and the purchase of materials and supplies. 1.12.b Pre-K Academy Students who enroll in Transitional Kindergarten or Kindergarten for the coming school year who have not previously participated in preschool will have the opportunity to participate in a 4 week Pre-K Academy during the month of July prior to the start of the school year. Funds will be allocated for vendor services, extra service agreements for teachers, and the purchase of materials and supplies. 1.12.c Early Learning Supports Funds will be allocated for vendor services to ensure students at the TK level have a positive entry to their TK-12 school experience with expert supports in the classroom to assist and coach teachers on effective strategies and data collection.	$900,000.00	Yes
1.13	Alternative Schools Support	This action supports District alternative schools and programs developed to address specific student needs, prioritizing VCUSD low-income, English learner and foster youth students. 1.13.a John Finney Education Complex A 1.0 Vice Principal and clerical support will be funded to provide leadership support to John Finney High School, Everest Academy, Leadership Academy, Independent Study Academy, and Virtual Academy. 1.13.b Counseling Services for John Finney Complex This program will provide funds for a counselor (1.0 FTE) to support students with academic and social emotional services. 1.13.c Independent Study Academy Funds for this program will provide additional teachers (up to 3.0 FTE), supplies, and services to support students in grades 6-12 in an independent study pathway.	$875,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		1.13.d Leadership Academy Funds for this program will provide additional classified staff to support high social emotional needs (up to 1.0 FTE), teachers (up to 2.0 FTE), supplies and services for students as an alternative to expulsion. 1.13.e Home Hospital Programs (Ed Services oversight) Funds for this program will provide staffing and/or extra hours for teachers to support medically fragile students maintain their learning while addressing medical situations. 1.13.f Leadership Academy 1.13.g Web-based Education Students at Independent Study Academy, Everest Academy, John Finney High School, and Leadership Academy will have access to online courses in order to facilitate access to credit recovery and A-G courses and electives.		
1.14	College and Career Readiness	This action provides programs and services to support TK-12 awareness as well as the transition from high school to college and/or career as identified in the VCUSD Portrait of a Graduate. VCUSD feels this action will have a high leverage impact on our unduplicated students, including targeted subgroups. 1.14.a College and Career Student Support Staffing A 1.0 FTE College and Career classified coordinator (1.0FTE) and middle school college and career counselors will provide support to create a college and career ready culture. 1.14.b Enhanced Counseling Services High school counseling services will be enhanced through clerical services (2.0 FTE). 1.14.c Career Readiness Events District staff and students will participate in career exploration and preparation activities at VCUSD school sites and with other Solano County Districts. Funds will be allocated for extra hours for staff, services, supplies, transportation and facilities rental. 1.14.d Career Technical Education and Pathways Develop career and academy pathways aligned to the fifteen industry sectors for high school students to provide students a rigorous standards based program focused on college and career readiness. Align these	$873,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		pathways to support programs for K-8 students, Vallejo Regional Education Center (VREC) students, dual enrollment opportunities with community colleges, careers in the trades, and other post-secondary opportunities. Funds will be used to purchase materials, and vendor services to support these programs. 1.14.e Trades Preparation Implement middle and high school trades preparation programs through purchase of equipment and supplies. 1.14.f Short-term Career Training Contract services provide high school students an after school program leading certification such as the Certified Medical Assistant certification. Funding will be used for vendor services to support the program. 1.14.g College Awareness and Access In order to increase students' awareness of college and scholarship options, students will receive support to ensure they have access to opportunities including but not limited to college tours, assessment opportunities (i.e. ASVAB, PSAT, SAT, community college entrance requirements) and the completion of FAFSA in 12th grade. Funds will be allocated for resources including transportation, entrance exams and related costs for additional supports. 1.14.h Advanced Placement (AP) Testing Support In order to increase student access to AP courses additional training will be provided to teachers in order to increase availability of courses. Increased efforts will be made to increase student and parent awareness of AP courses and the benefits of student participation. Funds will be allocated to sites offering AP courses to pay for AP test fees, and student supports to pass the test. 1.14.i Work-based Learning Experiences Opportunities to connect what students are learning in school with real-life jobs and potential careers. These experiences can occur in-school or after school. Funds will be provided for services and stipends. 1.14.j Increased access to the High School Diploma implementation of the Alternative Pathway to the Diploma for students with Extensive Support Needs Increased access to the regular high school diploma for students with Mild / Moderate Support Needs. Funds will be provided for professional development and curricular and assessment materials.		

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Action #	Title	Description	Total Funds	Contributing
1.15	College Preparatory Program	This action supports programs that prepare students for success in college and/or career. Although open to all students, these programs are targeted to identified student groups with the goal of improving instructional outcomes for VCUSD unduplicated students. 1.15.a Adkins Program College and Career Preparatory Program The Adkins Program is targeted to, but not limited to, African American students in grades 9-12. The program includes life skills instruction, rites of passage, tutoring, mentoring, PSAT and SAT prep, college visits, and college application support. Funds will be allocated for salaries, benefits, services and supplies. 1.15.b College and Career Preparatory Program Targeted to the Latinx Student Population This program is targeted to the needs of Latinx high school students. The program provides support for high school success and access to college and career opportunities through tutoring, mentoring, and parent education. Funds will be allocated for salaries, benefits, services and supplies. 1.15.c Advancement Via Individual Determination (AVID) Program This program is targeted to first generation college and ML students will be provided at the comprehensive high schools and targeted middle schools. Funds will be allocated for salaries, benefits, services and supplies. 1.15.d Middle College, Articulation, and Dual Enrollment This program will support opportunities for students to take college level courses while enrolled in high school, allowing them to enter college having already earned credits. This program has the potential to allow students to spend less time in college making it more financially accessible.	$265,000.00	Yes
1.16	Native American Student Support	This action provides Native American students with support and activities aligned to academic achievement and cultural heritage. 1.16.a Native American Student Support Funds are provided for materials and services.	$4,000.00	No

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Action #	Title	Description	Total Funds	Contributing
1.17	Bridge Programs for Incoming Middle and High School Students	This action supports students as they transition to middle and high school. Funds will be allocated for salaries, benefits, supplies and services. Priority will be given to low-income and English learner students. 1.17.a Middle School Bridge Program Funds will be provided to enhance early outreach and orientation programs for students and their parents to successfully transition to middle school. 1.17.b High School 9th Grade Summer Orientation Funds will be provided to the comprehensive high schools to enhance orientation programs prior to and during the school year for students and their parents to successfully transition students to high school. 1.17.c Early Prevention for High School Transition Success Staffing (up to 3.0 FTE) will be funded to provide extra support (ex. reduce class size, provide SEL and content intervention) in targeted subject areas that impact secondary transition grades (i.e. middle school and 9th grades) to ensure success in credit-bearing courses in high school and increase graduation rates for our low-income, English learner and foster youth students and families.	$365,000.00	Yes
1.18	Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions	This action will support staffing to direct and oversee a culture of continuous improvement throughout the district. 1.18.a VCUSD Strategic Plan and Local Control Accountability Plan Actions Staffing Funding for a portion of the following staff (.5 FTE Categorical Director and .5 FTE clerical staff position) will direct and support the implementation of actions within the Strategic Plan and the LCAP in order to support continuous improvement efforts to improve student outcomes. A 1.0 FTE accounting analyst will provide support to ensure funding is efficiently directed to current low-income, English learner and foster youth students. 1.18.b. Student Advisory Council A Student Advisory Council will provide feedback to District staff on a range of district initiatives, including the development of the Local Control Accountability Plan. Funds will be provided for meeting supplies and transportation for leadership or engagement activities.	$2,012,352.00	Yes

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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.

Analysis of data from the state and our district student information system show that VCUSD must continue to invest in strategies to ensure students are attending school every day as well as feel engaged and safe.

VCUSD has set the expectation that all students attend school everyday with a target rate of 95%. Currently our district average is 90.65% (April 2026).

Educational partner input reinforces the importance for schools to be environments where students have a variety of options and opportunities to celebrate learning both inside and outside of the classroom. Both emotional and physical safety remain a focus for families in addition to consistent staff who are equipped to respond to student needs.

This goal is aligned to Pillar 2 of the VCUSD Strategic Plan which is "Safe and Supportive Learning Environments". The VCUSD Governing Board outlines the following components of this pillar and the portrait which also inform this broad goal:
Physical and emotional safety for all students
Recognizing the value of each child and family
Qualified teachers who reflect the diversity of our students
Resources to provide additional support for students; creating support for parents
Building relationships between and among students and teachers which will lead in engaging environments

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Expected outcomes are measured through campus walkthroughs with District and 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	% of facilities in “good” or “exemplary” conditions (Priority 1C) Source: Williams Report	100% of facilities in “good” condition from School Year 2023-2024	100% facilities in "good" condition From School Year 2024-2025	100% facilities in "good" condition From School Year 2025-2026	100% of facilities in “good” condition School Year 2026-2027	Target met for % of facilities in “good” or “exemplary” conditions
2.2	% Average daily attendance (Priority 5A) Source: Student Analytics Lab	90.06% Average daily attendance from School Year 2023-2024, Quarter 3	91.01% Average daily attendance from School Year 2024-2025, Quarter 3	91.02% Average daily attendance from School Year 2025-2026, Quarter 3	94% Average daily attendance from School Year 2026-2027, Quarter 3	0.96 percentage points above baseline from School Year 2025-2026
2.3	% of Students chronically absent Specific Student Groups: White (Priority 5B) Source: CA School Dashboard and Student Analytics Lab	49.2% of Students chronically absent Specific Student Groups: White: 52.3% CA School Dashboard, Report Year 2022-2023 32.5% of Students chronically absent Specific Student Groups: White: 29.7% Student Analytics Lab, School Year 2023-2024, Quarter 3	35.8% of Students chronically absent Specific Student Groups: White: 28.5% CA School Dashboard, Report Year 2023-2024 29.7% of Students chronically absent Specific Student Groups: White: 28.8% Student Analytics Lab, School Year 2024-2025, Quarter 3	33.1% of Students chronically absent Specific Student Groups: White: 30% CA School Dashboard, Report Year 2024-2025 28.2% of Students chronically absent Specific Student Groups: White: 28.6% Student Analytics Lab, School Year 2025-2026, Quarter 3	39.2% of Students chronically absent Specific Student Groups: White: 42.3% CA School Dashboard, Report Year 2025-2026 22.5% of Students chronically absent Specific Student Groups: White: 19.7% Student Analytics Lab, School Year 2026-2027, Quarter 3	Students chronically absent: 16.1 percentage points below baseline. Specific Student Groups: White: 22.3 percentage points below baseline. Source: CA School Dashboard, Report Year 2024-2025 Students chronically absent: 4.3 percentage

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						points below baseline. Specific Student Groups: White: 1.1 percentage points below baseline. Source: Student Analytics Lab School Year 2025-2026
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 who exited at the end of the academic year two years prior or exited during the prior academic year.	0.3% of Middle School (7th and 8th grade) students who have dropped out of school from School Year 2022-2023	0.7% of Middle School (7th and 8th grade) students who have dropped out of school from School Year 2022-2023	1.68% of Middle School (7th and 8th grade) students who have dropped out of school from School Year 2024-2025	0% of Middle School (7th and 8th grade) students who have dropped out of school from School Year 2025-2026	1.38 percentage points above baseline School Year 2024-2025
2.5	% of High School students who have dropped out of school as measured by the percentage point difference between the Four-Year Adjusted Cohort Graduation Rate and 100%	21.1% of High School students who have dropped out of school Report Year 2022-2023	23.3% of High School students who have dropped out of school Report Year 2023-2024	20.7% of High School students who have dropped out of school Report Year 2024-2025	11% of High School students who have dropped out of school Report Year 2024-2025	0.4 percentage points below baseline Report Year 2024-2025

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 5D) Source: DataQuest					
2.6	% of Middle School students at risk for dropout and % of High 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	5.2% of Middle School students at risk for dropout 2.6% of High School students at risk for dropout from School Year 2023-2024, Quarter 3	2.5% of Middle School students at risk for dropout 1.47% of High School students at risk for dropout from School Year 2024-2025, Quarter 3	2.79% of Middle School students at risk for dropout 0.47% of High School students at risk for dropout from School Year 2025-2026, Quarter 3	2.2% of Middle School students at risk for dropout 0% of High School students at risk for dropout from School Year 2026-2027, Quarter 3	% of Middle School students at risk for dropout : 2.41 percentage points below baseline % of High School students at risk for dropout: 2.13 percentage points below baseline School Year 2025-2026
2.7	% of students suspended once or more Specific Student Groups: Students with Disabilities White African American Foster Youth Socioeconomically Disadvantaged Specific Schools: Annie Pennycook Elementary Dan Mini Elementary Hogan Middle Jesse M. Bethel High John Finney High (Continuation)	7.7% of students suspended once or more Specific Student Groups: Students with Disabilities: 10.2% White: 8.1% African American: 13.9% Foster Youth: 18.7% Socioeconomically Disadvantaged: 8.5% Specific Schools: Annie Pennycook Elementary 3.7% Dan Mini Elementary 4.1% Hogan Middle: 15.6%	5.8% of students suspended once or more Specific Student Groups: Students with Disabilities: 8.1% White: 7.2% African American: 11.3% Foster Youth: 18.8% Socioeconomically Disadvantaged: 6.3% Specific Schools: Annie Pennycook Elementary 1.4%	6% of students suspended once or more Specific Student Groups: Students with Disabilities: 8.8% White: 5.6% African American: 11.8% Foster Youth: 25% Socioeconomically Disadvantaged: 6.5% Specific Schools: Annie Pennycook Elementary 3% Dan Mini Elementary 1.5%	Target is to reduce suspension rates by half. 3.85% of students suspended once or more Specific Student Groups: Students with Disabilities: 5.2% White: 4.1% African American: 6.95% Foster Youth: 9.35% Socioeconomically Disadvantaged: 4.25%	Students suspended once or more: 1.7 percentage points below baseline Specific Student Groups: Students with Disabilities: 1.4 percentage points below baseline White: 2.5 percentage points below baseline African American: 2.1 percentage points below baseline

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Mare Island Health and Fitness Academy Solano Widenmann Leadership Academy (Priority 6C) Sources: CA School Dashboard and Student Analytics Lab	Jesse M. Bethel High: 10.4% John Finney High: 14.1% Mare Island Health and Fitness Academy: 9% Solano Widenmann Leadership Academy: 13.6% CA School Dashboard, Report Year 2022-2023 4.95% Suspension Rate Specific Student Groups: Students with Disabilities: 7.48% White: 5.45% Black or African American: 10.48% Foster Youth: 10.40% Socioeconomically Disadvantaged: 6.02% Specific Schools: Annie Pennycook Elementary 2.03% Dan Mini Elementary: 1.07% Hogan Middle: 16.35% Jesse M. Bethel High: 5.9% John Finney High: 3.23% Mare Island Health and Fitness Academy: 4.19%	Dan Mini Elementary 1% Hogan Middle: 16.1% Jesse M. Bethel High: 7.1% John Finney High: 1.9% Mare Island Health and Fitness Academy: 6.5% Solano Widenmann Leadership Academy: 8.3% CA School Dashboard, Report Year 2023-2024 2.75% Suspension Rate Specific Student Groups: Students with Disabilities: 4.58% White: 2.5% Black or African American: 5.76% Foster Youth: 6.49% Socioeconomically Disadvantaged: 3.16% Specific Schools: Annie Pennycook Elementary 1.04%	Hogan Middle: 14.5% Jesse M. Bethel High: 6.5% John Finney High: 3.3% Solano Widenmann Leadership Academy: 9.7% CA School Dashboard, Report Year 2024-2025 3.6% Suspension Rate Specific Student Groups: Students with Disabilities: 5.51% White: 4.44% Black or African American: 7.5% Foster Youth: 9.79% Socioeconomically Disadvantaged: 3.81% Specific Schools: Annie Pennycook Elementary 3.55% Dan Mini Elementary: 0.21% Hogan Middle: 10.55%	Specific Schools: Annie Pennycook Elementary 1.85% Dan Mini Elementary 2.05% Hogan Middle: 7.8% Jesse M. Bethel High: 5.2% John Finney High: 7.05% Mare Island Health and Fitness Academy: 4.5% Solano Widenmann Leadership Academy: 6.8% CA School Dashboard, Report Year 2025-2026 2.48% Suspension Rate Specific Student Groups: Students with Disabilities: 3.74% White: 2.72% Black or African American: 5.24% Foster Youth: 5.2% Socioeconomically Disadvantaged: 3.01% Specific Schools:	Foster Youth: 6.3 percentage points above baseline Socioeconomically Disadvantaged: 2.0 percentage points below baseline Specific Schools: Annie Pennycook Elementary: 0.7 percentage points below baseline Dan Mini Elementary: 2.6 percentage points below baseline Hogan Middle: 1.1 percentage points below baseline Jesse M. Bethel High: 3.9 percentage points below baseline John Finney High: 10.8 percentage points below baseline Solano Widenmann Leadership Academy: 3.9 percentage points below baseline Source: CA School Dashboard, Report Year 2024-2025

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Solano Widenmann Leadership Academy: 7.7% Student Analytics Lab, School Year 2023-2024, Quarter 3	Dan Mini Elementary: 0.22% Hogan Middle: 8.62% Jesse M. Bethel High: 2.91% John Finney High: 6.96% Mare Island Health and Fitness Academy: 1.65% Solano Widenmann Leadership Academy: 5.45% Student Analytics Lab, School Year 2024-2025, Quarter 3	Jesse M. Bethel High: 4.65% John Finney High: 2.91% Solano Widenmann Leadership Academy: 3.7% Student Analytics Lab, School Year 2025-2026, Quarter 3	Annie Pennycook Elementary 1.02% Dan Mini Elementary: 0.5% Hogan Middle: 8.18% Jesse M. Bethel High: 2.95% John Finney High: 1.62% Mare Island Health and Fitness Academy: 2.1% Solano Widenmann Leadership Academy: 3.85% Student Analytics Lab, School Year 2026-2027, Quarter 3	Students suspended once or more: 1.35 percentage points below baseline Specific Student Groups: Students with Disabilities: 1.97 percentage points below baseline White: 1.01 percentage points below baseline African American: 2.98 percentage points below baseline Foster Youth: 0.61 percentage points below baseline Socioeconomically Disadvantaged: 2.21 percentage points below baseline Specific Schools: Annie Pennycook Elementary: 1.52 percentage points above baseline Dan Mini Elementary: 0.86 percentage points below baseline

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Hogan Middle: 5.8 percentage points below baseline Jesse M. Bethel High: 1.25 percentage points below baseline John Finney High: 0.32 percentage points below baseline Solano Widenmann Leadership Academy: 4.0 percentage points below baseline Source: Student Analytics Lab, School Year 2025-2026, Quarter 3
2.8	% Expulsion Rate (Priority 6B) Source: DataQuest	0.0% Expulsion Rate Report Year 2022-2023	0.0% Expulsion Rate Report Year 2023-2024	0.0% Expulsion Rate Report Year 2024-2025	0% Expulsion Rate Report Year 2024-2025	Target met for: % Expulsion Rate
2.9	% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school-school caring relationships', 'High expectations-adults in	57% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'School Connectedness Scale (In-School Only)' 40% of 7th, 37% of 9th and 39% of 11th grade respondents reported	67% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'School Connectedness Scale (In-School Only)'	63% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'School Connectedness Scale (In-School Only)'	67% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'School Connectedness Scale (In-School Only)'	% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'School Connectedness Scale (In-School Only)': 6

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school- school high expectations', and 'Perceived Safety at School'. % of 7th, % of 9th and % of 11th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in-school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on Perceived safety' key indicator. (Priority 6C) Source: California Healthy Kids Survey (CHKS) data	'Strongly Agree' or Agree on key indicator: 'School Connectedness (in-school) 55% of 5th grade respondents reported 'Yes, all of the time' or "Yes, most of the time' on measure: 'caring adults in school- school caring relationships' 52% of 7th, 48% of 9th and 58% of 11th grade respondents reported 'Very Much True', or 'Pretty Much True' on key indicator: 'Caring adult relationships' 76% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'High expectations-adults in school- school high expectations' 65% of 7th, 61% of 9th and 70% of 11th grade respondents reported 'Very Much True', or 'Pretty Much True' on key indicator: 'High	40% of 7th, 48% of 9th and no data for 11th grade respondents reported 'Strongly Agree' or Agree on key indicator: 'School Connectedness (in-school) 66% of 5th grade respondents reported 'Yes, all of the time' or "Yes, most of the time' on measure: 'caring adults in school- school caring relationships' 53% of 7th, 53% of 9th and no data for 11th grade respondents reported 'Very Much True', or 'Pretty Much True' on key indicator: 'Caring adult relationships' 81% of 5th grade respondents reported 'Yes, all of the time' or 'Yes,	44% of 7th, 41% of 9th and 41%of 11th grade respondents reported 'Strongly Agree' or Agree on key indicator: 'School Connectedness (in-school) 60% of 5th grade respondents reported 'Yes, all of the time' or "Yes, most of the time' on measure: 'caring adults in school- school caring relationships' 55% of 7th, 51% of 9th 54% of 11th grade respondents reported 'Very Much True', or 'Pretty Much True' on key indicator: 'Caring adult relationships' 77% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time'	50% of 7th, 47% of 9th and 49% of 11th grade respondents report 'Strongly Agree' or Agree on key indicator: 'School Connectedness (in-school) 65% of 5th grade respondents report 'Yes, all of the time' or "Yes, most of the time' on measure: 'caring adults in school- school caring relationships' 62% of 7th, 58% of 9th and 68% of 11th grade respondents report 'Very Much True', or 'Pretty Much True' on key indicator: 'Caring adult relationships' 86% of 5th grade respondents report 'Yes, all of the time' or 'Yes, most of the time' on measure: 'High expectations-	percentage points above baseline % of 7th grade respondents reported 'Strongly Agree' or 'Agree' on key indicator: 'School Connectedness (In-School)': 4 percentage points above baseline % of 9th grade respondents reported 'Strongly Agree' or 'Agree' on key indicator: 'School Connectedness (In-School)': 4 percentage points above baseline % of 11th grade respondents reported 'Strongly Agree' or 'Agree' on key indicator: 'School Connectedness (In-School)': 2 percentage points above baseline % of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time'

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		expectations- adults in school' 62% of 5th grade respondents grade respondents reported 'Yes, all of the time' or "Yes, most of the time' on measure: 'Perceived Safety at School' 39% of 7th, 30%of 9th and 32% of 11th grade respondents reported 'Very Safe' or 'Safe' on key indicator: 'Perceived safety' from School Year 2022-2023	most of the time' on measure: 'High expectations-adults in school-school high expectations' 68% of 7th, 68% of 9th and no data for 11th grade respondents reported 'Very Much True', or 'Pretty Much True' on key indicator: 'High expectations-adults in school' 69% of 5th grade respondents grade respondents reported 'Yes, all of the time' or "Yes, most of the time' on measure: 'Perceived Safety at School' 40% of 7th, 43% of 9th and no data for 11th grade respondents reported 'Very Safe' or 'Safe' on key indicator: 'Perceived safety'	on measure: 'High expectations-adults in school-school high expectations' 68% of 7th, 68% of 9th and 68% of 11th grade respondents reported 'Very Much True', or 'Pretty Much True' on key indicator: 'High expectations-adults in school' 66% of 5th grade respondents grade respondents reported 'Yes, all of the time' or "Yes, most of the time' on measure: 'Perceived Safety at School' 42% of 7th, 47% of 9th and 32% of 11th grade respondents reported 'Very Safe' or 'Safe' on key indicator: 'Perceived safety'	adults in school-school high expectations' 75% of 7th, 71% of 9th and 80% of 11th grade respondents report 'Very Much True', or 'Pretty Much True' on key indicator: 'High expectations-adults in school' 72% of 5th grade respondents grade respondents report 'Yes, all of the time' or "Yes, most of the time' on measure: 'Perceived Safety at School' 49% of 7th, 40%of 9th and 42% of 11th grade respondents report 'Very Safe' or 'Safe' on key indicator: 'Perceived safety' from School Year 2025-2026	on measure: 'Caring Adults in School – School Caring Relationships': 5 percentage points above baseline % of 7th grade respondents reported 'Very Much True' or 'Pretty Much True' on key indicator: 'Caring Adult Relationships': 3 percentage points above baseline % of 9th grade respondents reported 'Very Much True' or 'Pretty Much True' on key indicator: 'Caring Adult Relationships': 3 percentage points above baseline % of 11th grade respondents reported 'Very Much True' or 'Pretty Much True' on key indicator: 'Caring Adult Relationships': 4 percentage points below baseline

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			from School Year 2023-2024	from School Year 2024-2025		% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'High Expectations – Adults in School – School High Expectations': 1 percentage point above baseline % of 7th grade respondents reported 'Very Much True' or 'Pretty Much True' on key indicator: 'High Expectations – Adults in School': 3 percentage points above baseline % of 9th grade respondents reported 'Very Much True' or 'Pretty Much True' on key indicator: 'High Expectations – Adults in School': 7 percentage points above baseline % of 11th grade respondents reported 'Very

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Much True' or 'Pretty Much True' on key indicator: 'High Expectations – Adults in School': 2 percentage points below baseline % of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'Perceived Safety at School': 4 percentage points above baseline % of 7th grade respondents reported 'Very Safe' or 'Safe' on key indicator: 'Perceived Safety': 3 percentage points above baseline % of 9th grade respondents reported 'Very Safe' or 'Safe' on key indicator: 'Perceived Safety': 17 percentage points above baseline

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						% of 11th grade respondents reported 'Very Safe' or 'Safe' on key indicator: 'Perceived Safety': No change from baseline from School Year 2024-2025
2.10	% of SST Interventions (Priority 6C) Source: AERIES	2.4% of SST Interventions from School Year 2023-2024, Quarter 3	2.9% of SST Interventions from School Year 2024-2025, Quarter 3	3.4% of SST Interventions from School Year 2025-2026, Quarter 3	5% of SST Interventions from School Year 2026-2027, Quarter 3	1 percentage points above baseline from School Year 2025-2026
2.11	"Classroom Instructional Climate" score from: Kimochis (Priority 6C) Source: Kimochi's data	"Classroom Instructional Climate" score from: Kimochis: 2.78 from 2023- 2024 School Year	"Classroom Instructional Climate" score from: Kimochis: 3.13 from 2024- 2025 School Year	"Classroom Instructional Climate" score from: Kimochis: 3.02 from 2025-2026 School Year	"Classroom Instructional Climate" score from: Kimochis: 5 from 2026- 2027 School Year	0.24 percentage points above baseline from 2025-2026 School Year
2.12	% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey	47% of 3rd to 5th grade, and 46% of 6th to 12th grade survey respondents "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school"	51% of 3rd to 5th grade and 50% of 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical	Data not available- Panorama survey not administered in 25-26 school year.	57% of 3rd to 5th, and 56% of 6th to 12th grade survey respondents respond "favorably" on measure: "School Safety: Perceptions of student physical	% of 3rd to 5th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school": 4

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 6C) Source: Panorama	from: Fall 2023	and psychological safety at school" from: Fall 2024		and psychological safety at school" from: Fall 2026	percentage points above baseline % of 6th to 12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school": 4 percentage points above baseline

Goal Analysis [2025-26]

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

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

The narrative below describes progress made during 2025-2026 on actions under Goal 2 focusing around the VCUSD Strategic Pillar, Safe and Supported Learning Environments:

Action 2.1: Positive School Culture and Climate
During the 2025-2026 school year, VCUSD implemented a PBIS restart. VCUSD District Leadership inventoried school leaders during the District Leadership Team meetings and Admin team meetings. Each site is working toward establishing clear behavior expectations and recognition systems through researched strategies. Given this refocusing of efforts, this action is partially implemented.

Action 2.2: Social Emotional Learning
Social Emotional Learning priorities have been defined, and school sites are working with staff to integrate SEL strategies into daily instruction. VCUSD is in the process of analyzing the usage of the current SEL screener as well as California Healthy Kids Survey data to determine the best evaluation tools. Implementation is considered on-going.

Action 2.3: Student Wellness and Mental Health

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A Mental Health Coordinator and Wellness Specialists have been staffed to support trauma-informed care and student mental health needs. All sites have equipped Wellness Centers. Mental Health Support Provider staff receive weekly training and coaching support from the Mental Health and Wellness Coordinator. Implementation is considered on-going.

Action 2.4: Student Supervision and Safety
Site safety supervisors are in place across secondary and designated TK-8 campuses. Staff have received Nonviolent Crisis Intervention and annual safety training focused on campus climate and student engagement. Resources have been purchased for high visibility, emergency response and campus patrolling. Additional supervision supports extracurricular activities and student safety at high-traffic times and events. Staffing based on elementary school sites' needs have been hired to provide supervision during unstructured times. Implementation is considered on-going.

Action 2.5: Attendance Awareness and Improvement Program
The district launched campaigns during National Attendance Awareness Month, First 100 Days, and March Madness to promote attendance. Site-level and district recognition for students take place throughout the year. Awareness campaigns and events are ongoing but not yet fully institutionalized across all schools. Additional staffing in the school offices prioritize attendance outreach and building relationships with parents and families. In 2025-2026, VCUSD transitioned to a new attendance communication platform. Training for attendance staff has begun but with the transition of attendance platforms used, this action is partially implemented.

Action 2.6: Student Engagement and Recognition
Clubs, leadership programs, and extracurricular activities are being expanded at school sites to increase student engagement. Funding supports supervision, materials, and stipends for staff. Student recognition for attendance, academics, and behavior is occurring but varies in consistency across sites. For the second year, high school athletics were supported through Supplemental and Concentration grant funding. Funds are allocated to ensure an equitable, safe athletic experience in designated high school sports. This action is partially implemented.

Action 2.7: Staff Recruitment, Hiring and Retention
Efforts to remain competitive in recruiting and retaining high-quality staff are ongoing. Progress in this action includes funding for stipends, exam fees, and costs for teachers from outside of the United States. The leadership pipeline and teacher residency program are in development stages, with some staff hired to support these efforts. Staff recognition events are planned but not yet consistently implemented. Due to the fact that VCUSD had multiple vacant positions in classroom and support roles, both at the start and throughout the 2026-2027 school year, this action is partially implemented.

Action 2.8: Teacher Induction Program and Mentoring
A two-year induction program with mentoring and formative assessment is available for credentialed teachers. Pre-interns and interns receive training on curriculum, classroom management, and student support. A Teacher Induction Leader supports coaching and development efforts, with work ongoing to scale support consistently. With an increase in pre-intern and intern teacher hires, staffing to support these teachers was limited. This action is considered partially implemented.

Action 2.9: Facilities Improvements
Facility enhancements are in progress to support instruction, extracurriculars, and college-career programs. Funds are being used for improvements to athletics, arts, and specialized spaces. Projects are prioritized based on student safety and access, but progress varies by

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site. In 2025-2026, facilities staffing was placed to ensure any negative impact from student or community blight is addressed immediately. This action is partially implemented.

Action 2.10: Enhanced Transportation Services
Transportation for overflow students, extracurriculars, and enrichment programs has been initiated, with coordination by an Operations Support Technician. Services help reduce absenteeism caused by transportation barriers. Documentation and staffing support are in place, though service delivery continues to expand. This action is partially implemented.

Action 2.11: Professional Learning: Effective Learning Environments
Professional learning days and site-specific sessions are scheduled throughout the year, prioritizing the VCUSD service to schools model. Topics include student supervision, SEL, and trauma-informed practices. Voluntary professional learning opportunities are also offered beyond the duty day. Rollout is in progress but not yet consistent across all departments and sites. This action is 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.

VCUSD allocated $12,097,440.60 for actions in Goal 2, Safe and Supportive Learning Environments. The estimated actual expenditures for 2025-2026 were $9,839,459. In analyzing the substantive difference in expenditures of $2,257,982, the following actions were impacted:

In 2025-2026, funding for Action 2.7 (Staff Recruitment, Hiring and Retention) was increased to expand opportunities for hiring and retaining qualified staff. Given the focus on the VCUSD Fiscal Stabilization plan as well as impact from school closures and consolidation, this action was not fully implemented, causing a substantive difference in expenditures.

Position vacancies in Action 2.1, 2.9 and 2.10 impacted expenditures with a decrease in spending.

With the hiring of new teachers, including pre-intern and intern staff, VCUSD had additional costs to Action 2.8 (Teacher Induction Program) that were not in the original budget.

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

While VCUSD saw some progress in Goal 2 on the implementation of current actions in the second year of a 3-year LCAP cycle, opportunities for growth in student academic outcomes and effectiveness based on metrics will inform the 2025-2026 LCAP planning.

In comparison to the Baseline Year, VCUSD saw progress in seven of twelve metrics used to measure progress with Goal 2 actions. Data was not available for one metric (Metric 2.12) due to a change in the source used.

According to the 2025 CA Dashboard as well as current 2025-2026 data, VCUSD has met the Year 3 target for Metric 2.1 (% of facilities in “good” or “exemplary” conditions), Metric 2.3 (% of Students Chronically absent), and Metric 2.8 (% Expulsion Rate). VCSUD made small progress in Metric 2.2 (% Average daily attendance) and Metric 2.10 (% of SST Interventions). Metrics 2.5 (% of High School students who have dropped out of school) and Metric 2.6 for high school (% of High School students at risk for dropout) saw 3.4% and 1.0% improvement respectively. Metric 2.9 (data from Healthy Kids Survey) had mixed results between 5th, 7th, 9th and 11th grade students.

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The following actions tied to the above metrics indicate a measure of effectiveness:
Action 2.2: Social Emotional Learning
Action 2.4: Student Supervision and Safety
Action 2.5: Attendance Awareness and Improvement Program
Action 2.6: Student Engagement and Recognition
Action 2.9: Facilities Improvements
Action 2.10: Enhanced Transportation Services

According to the 2025 CA Dashboard as well as current 2025-2026 data, metrics related to middle school dropout and at risk for dropout (Metrics 2.4 and 2.6) were two that declined in progress. Metric 2.7 (% of students suspended once or more) also saw a decline on the 2025 Dashboard and 2025-2026 data.

The following actions tied to the above metrics indicate a need for further data collection and oversight. Given all of the below actions are not fully implemented, VCUSD will develop additional formative metrics in 2026-2027 to understand progress and relative measure of effectiveness:
Action 2.1: Positive School Culture and Climate
Action 2.3: Student Wellness and Mental Health
Action 2.7: Staff Recruitment, Hiring and Retention
Action 2.11: Professional Learning: Effective Learning Environments

VCUSD will continue to monitor effectiveness of all metrics to move daily attendance rates and student engagement outcomes in a positive direction, with a focus on middle school student engagement:

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.

VCUSD will maintain the planned goal and targeted outcomes for the 2026-2027 school year.

Most metrics will remain the same as 2025-2026. Metric 2.12 will change due to the elimination of the Panorama evaluation system. A new source will be identified in 2026-2027.

Refinements to the 2026-2027 LCAP actions include:

Decreases in staffing due to school closures and fiscal stabilization have been made in Action 2.1 (Positive School Climate), Action 2.3 (Student Wellness and Mental Health), Action 2.4 (Student Supervision and Safety), and Action 2.9 (Enhanced Transportation Services). A total of 15.0 FTE positions have been removed from the 2026-2027 LCAP.

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Action 2.4 (Student Supervision and Safety) will be enhanced through the Additional 15% Concentration Grant funding will be added to maintain focus on safe and positive school climates not to exceed 26.0 FTE. Positions through the Additional 15% Concentration Grant funding will be contingency based and reviewed annually.

Action 2.8 (Teacher Induction Program and Mentoring) will be expanded to include services for all new teachers and renamed New Teacher Supports.

Action 1.13 (Alternative Schools Support) will include Home Hospital programming as a support to students who are experiencing health challenges that impact their ability to attend school in-person.

Action 1.18 (Implementation of VCUSD Strategic Plan and Local Control and Accountability Plan Actions) will add 0.5FTE clerical staffing to support the execution of actions.

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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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 Student Support Services Staffing The Directors of Elementary and Secondary Education will prioritize increasing services to our low-income students across school sites. The Directors will work directly with school sites on proactive measures through PBIS and their equitable responses to student behavior through alternate means of correction. A portion of their Director salary (see Goal 1, Action 5) and 1.0 FTE clerical support will be principally directed to meet the outcomes of our low income-students. 2.1.b Site Based Programs Each site will have well defined positive behavior intervention support strategies in place to support positive student behavior. This includes clear expectations for student behavior in classrooms and in common areas, a system for ongoing teaching of student behaviors, and a system for recognizing positive student behavior. Examples of research based	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs that could be used include but are not limited to PBIS (Positive Behavior Intervention Supports) and PAX and TLIM (The Leader in Me). 2.1.c Site Based Restorative Practices Continue to refine the implementation of restorative practices. This action is supported at the site by the staff that receive extensive training in restorative practices.		
2.2	Social Emotional Learning	This action supports the implementation of social emotional learning strategies consistently at each school site and in every classroom, impacting our English learner, low-income and foster youth students. 2.2.a District Social Emotional Learning Priorities This document outlines what will be developed and implemented at each site and in every classroom. This work with be directed by site administration and supported by the classroom teachers, site support staff. 2.2.b Social Emotional Learning Student Screening Tool A research based assessment will be used to screen students' social emotional learning and identify students that may benefit from additional support. Funds will be allocated for purchase of the screening tool, as well as other costs that may be associated with implementation of the screening tool. 2.2.c Social Emotional Learning Implementation For the 2026-2027 school year, Social Emotional Learning will be integrated into the VCUSD District and site level Learning Walks.	$60,000.00	Yes
2.3	Student Wellness and Mental Health	This action will support the development of mental health programs and supports for students, families, and staff. This will include addressing those experiencing trauma. 2.3.a Up to 1.0 FTE Mental Health Coordinator will facilitate coordination of mental health services, supervise mental health staff, and provide professional learning for staff and parents in the area of mental health and trauma informed care. 2.3.b Wellness Staffing Up to 14.0 FTE Mental Health Specialists are employed to provide mental health services to students working under the direction of a highly	$2,005,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		experienced school psychologist. Resources may also be used for contract services to support identified student needs. 2.3.c Wellness Center Enhancements This action will support the development and maintenance of Wellness centers. This action includes materials and furniture.		
2.4	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. 2.4.a Site Safety Supervisors Up to 26.0 FTE site safety supervisors supporting students, prioritizing Secondary students and sites with open campuses. 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. 2.4.b Additional Supervision Additional adults will provide increased supervision outside of the classroom (ex. playground, buses, dismissal time) to ensure safety, proactive mentoring, and reinforcement of expectations. Funds will be used for programs and staffing.	$3,199,066.00	Yes
2.5	Attendance Awareness and Improvement Program	This action will support the implementation of the multi-tiered system of support to address the importance of daily attendance focusing on our low income, English learner and foster youth. 2.5.a Districtwide attendance plan This action promotes awareness that regular student attendance is critical to student success, as well as the negative impacts of chronic absenteeism. 2.5.b Site Supports to connect with families Provide school site offices with additional staffing to ensure offices respond to immediate student needs while Office Managers (TK-8) or Attendance Clerks (Secondary) are implementing best practices to prioritize high level of communication and collaboration with families regarding attendance. Staff collects information to provide relevant	$940,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		response. Attendance software will be utilized to provide systematic communication and track progress. 2.5.c Districtwide Community Awareness Parent and community awareness events and training will be implemented to provide information on the importance of student attendance and the impacts of chronic absenteeism. District staff will organize events to provide education about the importance of student attendance and inspire students, staff and families to aspire to achieve high levels of attendance. 2.5.d Districtwide Attendance and Chronic Absence Supports Parent and community awareness events and training will be implemented to provide information on the importance of student attendance and the impacts of chronic absenteeism.		
2.6	Student Engagement and Recognition	This action supports student engagement through clubs, extra-curricular activities, and student recognition. 2.6.a. Expansion of Student Clubs and Leadership Opportunities Support student engagement and learning through site based, high interest clubs and activities with allocation of funds to sites to pay teachers to supervise these activities after school hours, purchase supplies, and engage vendors to provide activities. 2.6.b . Student Athletics, Activities and Leadership Programs Explore, plan and implement enhancement of organized activities during and after the school day. Funding will be allocated to maintain and enhance current high school athletics, activities and leadership programs including stipends, materials, services and a maximum of 1.6 FTE for certificated teacher time will support the coordination of programs at the comprehensive high schools and collaborate with site and district staff. 2.6.c. Student Recognition Funds are allocated to sites for student recognition for attendance, positive behavior, academic achievement, and other site determined focus areas.	$1,130,000.00	Yes
2.7	Staff Recruitment, Hiring and Retention	This action will support the recruitment, hiring, and retention of highly qualified and high performing staff in support of our low-income, English learner and foster youth students.	$5,894,133.25	Yes

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Action #	Title	Description	Total Funds	Contributing
		2.7.a Highly Qualified Staff Implement strong administrator, teacher and classified staff recruitment and retention programs to ensure high quality staff for optimal instructional delivery and learning. 2.7.a.i Up to 1.0 FTE classified staff will assist with the recruitment of highly qualified staff. 2.7.a.i.i Funding will be used for stipends, substitute services, advertising, reproduction, exam fees, test preparation materials, tuition support in key content areas, recruitment travel, and contracted services. 2.7.a.i.i.i Supplemental enhanced compensation for staff will be prioritized. 2.7.b Leadership Pipeline Funds will be used to build capacity for the future VCUSD certificated and classified leaders through a leadership pipeline. 2.7.c Teacher Residency Program (grant funded) Develop and implement a teacher residency program to support aspiring teachers who wish to enter a teacher program while in residence at VCUSD. A 1.0 Coordinator of Teacher Residency will support teachers who are accepted to the program and coordinate the coaching and fulfillment of their requirements to complete the program. The intent of the program is to connect these aspiring teachers to vacant positions upon completion of the program. This position will report to Human Resources and the Director of Professional Learning. 2.7.d Staff Recognition Funds will be allocated for staff appreciation and recognition materials and events.		
2.8	New Teacher Supports (formerly Teacher Induction Program and Mentoring)	This action supports the provision of ongoing support to all new teachers, including pre-interns, interns, and teachers with preliminary credentials. Funds will be used to hire mentors, purchase supplies, and contract with required agencies. 2.8.a Teacher Induction Program Implement a two-year teacher induction program for preliminary credentialed teachers in a job-embedded formative assessment system of	$495,836.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		support and professional learning to fulfill the requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials. This program includes one on one coaching and mentoring. 2.8.b New Teacher Support Prior to Eligibility for Teacher Induction Interns and pre-interns will be provided professional learning in the following area: standards based curriculum and instruction, classroom management, English Learner support, use of technology, and supporting students with IEPs. 2.8.c New Teacher Supports staffing Funds will provide for a 1.0 Certificated Coordinator and a 1.0 FTE Teacher Induction Teacher Leader to provide coaching and professional development support to interns and pre-interns.		
2.9	Facilities Improvements	This action will support facilities improvements to enhance learning environments at all schools. 2.9 Safe, clean, and appropriate facilities for instruction, learning, and engagement. Funds may be used to enhance facilities for new programming, curriculum enrichment during the school day, extra curricular activities, and student safety. These funds may be used for upgrading athletic and visual and performing arts areas, spaces for college and career pathway programs, and/or other facilities to support low-income student access to exploring new interests. Improvements will ensure student safety and efficient use of space to maximize learning time. Funds will be used for services, purchase of equipment, and short term staffing needed to implement projects. 2.9.b Staffing for on-going prevention and maintenance of schools to avoid lasting effects of vandalism and other external factors. Funds will provide for enhanced services for grounds work, paint, and preventive maintenance to expedite resolution of issues that impact student learning and positive school culture. 2.9.c Additional resources to support the impact of school consolidation and closures. Funds will provide equipment, services and supplies to ensure high levels of student learning and engagement are uninterrupted.	$2,200,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
2.10	Enhanced Transportation Services	This action supports the provision of transportation services to students that are unable to attend their home school or have an identified barrier due to school consolidation. 2.10.a Student Transportation due Overflow and Impact of School Consolidation Students required to attend schools outside of home school boundaries due to lack of space will be provided transportation to an overflow school as well as those who have been impacted by school consolidation causing safety concerns will prevent student absences and tardy arrivals due to lack of transportation. 2.10.b Student Transportation for Expanded Learning, Enrichment and Extracurricular Activities VCUSD will coordinate student transportation through staffing and services.	$200,000.00	Yes
2.11	Professional Learning: Effective Learning Environments	This action describes the professional learning that will be provided to staff to ensure that students are provided safe, supportive, and engaging learning environments. When professional learning sessions that are required for all staff members are done over time, staff at schools with higher needs based on data will be prioritized for earlier access. Professional learning will focus on supporting Social Emotional Learning, positive student behavior, Trauma Informed Care, Diversity, Equity, Inclusion, culture, and restorative practices. 2.11.a. Professional Learning Calendar Days Five professional learning days have been built into the annual calendar for certificated staff members. Four have been built into the calendar for classified staff. A portion of this time will be dedicated to effective learning environments. 2.11.b. Site/Department Specific Professional Learning Ongoing professional learning within the duty day will be provided throughout the year focused on professional learning topics based on needs. This includes professional learning for school sites and all district level divisions.	$1,125,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		2.11.c. Recommended Professional Learning Recommended professional learning will be scheduled for interested classified and certificated staff beyond the duty day. Participants in professional learning beyond the duty day will receive the contractual rate of pay.		

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Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Equitable Opportunities, Equitable Outcomes (VCUSD Strategic Plan Pillar 1) - Vallejo City Unified School District 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.

VCUSD 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 additional resources when the base program supports are not enough.

Educational partner input identifies the need to continue to identify and implement evidence based interventions and layers of support to ensure all students get what they need to meet desired outcomes. This broad goal was introduced 2024-2025.

This goal is aligned with Pillar 1 which is "Equitable Opportunities, Equitable Outcomes." The VCUSD Governing Board outlines the following components of this pillar which also inform this broad goal:
All students have what they need, when they need it
Interventions are proactive, not reactive
Individualized plans and support for all students
Parent engagement that is early, transparent, and collaborative
Allocation of resources to those who need the support while empowering those delivering the support

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.

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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 Specific Student Groups: Long-Term English Learner (LTEL) Specific Schools: Annie Pennycook (Priority 4E) Source: CA School Dashboard	44.8% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2022-2023	37.8% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2023-2024	39.3% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2024-2025	54.8% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2025-2026	5.5 percentage points below baseline School Year 2024-2025
3.2	% Projected Proficiency in Reading for EL student group (Priority 4E) Source: Student Analytics Lab	2.8% Projected Proficiency in Reading for EL student group from School Year 2023-2024, Midyear Assessment	4.9% Projected Proficiency in Reading for EL student group from School Year 2024-2025, Midyear Assessment	4.9% Projected Proficiency in Reading for EL student group from School Year 2025-2026, Midyear Assessment	12.5% Projected Proficiency in Reading for EL student group from School Year 2026-2027, Midyear Assessment	2.1 percentage points above baseline School Year 2025-2026
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	13.8% of English Learner students reclassified as fluent English proficient Report Year 2022-2023	13.5% of English Learner students reclassified as fluent English proficient Report Year 2023-2024	13.3% of English Learner students reclassified as fluent English proficient Report Year 2024-2025	28% of English Learner students reclassified as fluent English proficient School Year 2025-2026	0.3 percentage points below baseline Report Year 2024-2025

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from 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 School Year 2024-2025	100% of General Education students enrolled in courses described in Ed. Code 51210 and Ed. Code 51220, as applicable School Year 2025-2026	100% of General Education students enrolled in courses described in Ed. Code 51210 and Ed. Code 51220, as applicable School Year 2026-2027	Target met for: % of General Education students enrolled in courses described in Ed. Code 51210 and Ed. Code 51220, as applicable School Year 2025-2026
3.5	% of low-income, English Learner, or Foster Youth students who participate in after-school programs (Priority 7B) Source: Student Analytics Lab	91.2% of students that participate in after-school programs are low-income 22.16% of students who participate in after-school programs that are English Learners 1.2% of students participate in after-school programs are Foster Youth School Year 2023-2024	86.4% of students that participate in after-school programs of low-income 21.4% of students who participate in after-school programs that are English Learners 2.09% of students participate in after-school programs are Foster Youth School Year 2024-2025	89.4% of students that participate in after-school programs are low-income 21.3% of students who participate in after-school programs that are English Learners 1.62% of students participate in after-school programs are Foster Youth School Year 2025-2026	100% of students that participate in after-school programs are low-income 87.6% of students who participate in after-school programs that are English Learners 10.2% of students participate in after-school programs are Foster Youth School Year 2026-2027	% of students that participate in after-school programs are low-income : 1.8 percentage points below baseline % of students who participate in after-school programs that are English Learners: 0.86 percentage points below baseline % of students participate in after-school programs are Foster Youth: 0.42 percentage points above baseline School Year 2025-2026

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference 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	78.4% of staff who participate in professional development that includes intervention strategies for English Learner students School Year 2024-2025	95% of staff who participate in professional development that includes intervention strategies for English Learner students School Year 2025-2026	94% of staff who participate in professional development that includes intervention strategies for English Learner students School Year 2026-2027	11 percentage points above 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	78.4% of staff who participate in professional development that includes intervention strategies for students with disabilities School Year 2024-2025	95% of staff who participate in professional development that includes intervention strategies for students with disabilities School Year 2025-2026	52% of staff who participate in professional development that includes intervention strategies for students with disabilities School Year 2026-2027	53 percentage points above baseline

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Goal Analysis [2025-26]

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

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

The narrative below describes progress made during 2025-2026 on actions under Goal 3 focusing around the VCUSD Strategic Pillar, Equitable Opportunities, Equitable Outcomes:

Action 3.1: Multi-Tiered Systems of Support (MTSS) for Academics
This action includes multiple strategies to strengthen academic interventions for PreK–12 students, specifically low-income, English learners, or foster youth. The district is continuing to build its MTSS infrastructure, including Tier 2 and 3 supports focused on essential standards. Site-based interventions such as SIPPS and literacy strategies are being used to provide differentiated instruction, particularly in early

grades. High school students have access to credit recovery opportunities, and diagnostic assessments are being introduced to guide academic interventions. Literacy intervention teachers and high-dosage tutoring programs supplement classroom instruction for struggling readers. This action is partially implemented as systems and staffing are still being scaled districtwide.

Action 3.2 – Targeted Services for Multilingual Learners (ML)
This action supports English learners through bilingual tutors, high-leverage supports for newcomers, and professional development for teachers. Tutors help students access core content and accelerate language development. Sites with high numbers of ML students received additional bilingual tutor services through contractors, to target the needs of newcomer students. Additional professional learning is underway to equip staff with tools to better serve multilingual learners. Staffing vacancies required short-term contracted support. Furthermore implementation varies by site and staffing levels. This action is partially implemented.

Action 3.3 – Targeted Services for Foster Youth
Academic tutoring in ELA and Math, curriculum enrichment activities like field trips, and mental health check-ins are provided to support foster youth. These services are coordinated through vendors and school staff to ensure academic and emotional well-being. VCUSD continues to connect with foster youth families to understand diverse needs. This action is partially implemented.

Action 3.4 – Targeted Services for Long Term English Learners (LTELs)
In 2025-2026, district staff collaborated with the Solano County Office of Education and Hogan Middle School staff to investigate the needs of LTEL students and develop an action plan beginning with sixth grade to increase academic rigor through a focus on literacy across the content areas and English Language Development. District Teacher Leaders coordinated efforts for LTELs and dually identified students (MLs with IEPs), working with Special Education staff to ensure access to rigorous curriculum. These services are in place at secondary sites. The action is partially implemented.

Action 3.5 – MTSS for Behavior, Attendance, and Social Emotional Learning
In 2025-2026 each school site was allocated a full-time Academic Support Provider to coordinate support for behavior, attendance, and social-emotional learning. Training around restorative practices was provided. Staff supported site administration to implement the district's MTSS framework beyond academics. Vacancies in four school sites impacted implementation.

Action 3.6 – Targeted Supports for Behavior
District staff and inclusion specialists worked with schools to reduce suspensions and support Special Education inclusion. In 2025-2026 2.0 FTE Teacher Leader positions were hired to provide coaching and training around effective inclusion. A Youth Court at Jesse Bethel offered restorative alternatives to suspension with a focus on female students in 2025-2026. Coaching and leadership focus on improving equitable outcomes in student discipline. This action is partially implemented as strategies are still being refined and scaled.

Action 3.7 – Targeted Supports for Mental Health and Trauma-Informed Care
Each school site had a psychologist who dedicated a portion of their work time to assist sites with developing plans for necessary Tier 3 supports. A Mobile Crisis Team has been developed to respond to urgent needs. These supports address trauma and build a foundation for long-term mental health programming. This action is partially implemented due to ongoing hiring and reorganization of psychologist services.

Action 3.8 – Wraparound Supports for Chronically Absent Students

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Child Welfare Attendance (CWA) Liaisons and clerical staff track and support chronically absent students with weekly site meetings to monitor progress. Interventions include parent outreach, SST meetings, and case management through SARB. CWA Liaisons participate in site CARE team meetings where site teams analyze student data and determine interventions. This action is partially implemented given varied implementation of attendance practices and CARE team work.

Action 3.9 – Positive Youth Justice Initiative
A dedicated liaison provides one-on-one support to crossover youth, incorporating trauma-informed care, positive youth development, and wraparound services. The initiative is embedded into Student Support Services and MTSS frameworks. Implementation is considered on-going.

Action 3.10 – Supports for Unhoused Students and Families
This action includes training for staff and outreach to families to ensure equity and access for unhoused students. A counselor oversees the implementation of services and collaborates with school sites and community organizations to provide mental health services, access to extracurriculars, and postsecondary transition service. With the focus, VCUSD has seen an increase in McKinney Vento student identification. Despite strong planning, full execution varies by site. This action is on-going.

Action 3.11 – Expecting and Parenting Student Support Program
A school-based support system is in place for parenting and expecting students, offering childcare, academic support, and essential supplies. The team includes three full-time staff who provide direct assistance to students and their children. Implementation is considered on-going.

Action 3.12 – Dispute and Resolution Success Liaison
A 1.0 FTE liaison works with families to resolve concerns early and improve relationships with school staff. This action is considered fully implemented.

Action 3.13 – Foster Youth Parent Outreach and Engagement
District staff make phone calls to foster youth families in the fall and conduct a spring needs survey to inform LCAP planning. These efforts aim to connect families with resources and guide future support. This action is partially implemented as outreach protocols are still being streamlined.

Action 3.14 – Targeted District Supports for School Climate and Student Engagement
Restorative justice training is provided to staff at schools with climate indicators in need of improvement. This action targets subgroups such as African American, Foster Youth, and Students with Disabilities. This action is partially implemented due to the number of staff fully trained and varied site readiness.

Action 3.15 – Targeted District Supports to Increase Graduation Rate and College and Career Preparedness
High school counselors receive professional development to guide students in maintaining graduation progress through individualized four-year plans. The action is designed to enhance preparedness for postsecondary opportunities. This action is partially implemented as training and plan monitoring are ongoing.

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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.

VCUSD allocated $7,933,532.40.00 to the actions in Goal 3, Equitable Opportunities, Equitable Outcomes. The estimated actual expenditures for 2025-2026 were $6,192,281. In analyzing the substantive difference in expenditures of $1,741,252, the following actions were impacted:

Action 3.1 (Multi-Tiered Systems of Support for Academics), Action 3.2 (Targeted Services for Multilingual Learners), and Action 3.5 (Multi-Tiered Systems of Support for Behavior, Attendance, and Social Emotional Learning) are tied to staffing. These actions were impacted by vacant positions and the difference between projected and actual costs for salary and benefits.

In 2025-2026, funding Action 3.2 (Targeted Services for Multilingual Learners) and Action 3.4 (Targeted Services for LTELs) was enhanced to increase services for MLL students based on their student and site-specific needs. Interventions (and on-going assessment) continued in 2025-2026. Funds for related training and collaboration were charged to other LCAP actions, specifically Action 1.7, and Action 2.1 as well as through external agency contributions such as SCOE and CCEE.

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

While VCUSD saw some progress in Goal 3 on the implementation of current actions in the first year of a 3-year LCAP cycle, opportunities for growth in student academic outcomes and effectiveness based on metrics will inform the 2025-2026 LCAP planning.

Several of the metrics tied to actions are in other goals:

Action 3.1 (Multi-Tiered Systems of Support [MTSS] for Academics), Action 3.3 (Targeted Services for Foster Youth), Action 3.13 (Foster Youth Parent Outreach and Engagement), Action 3.11 (Expecting and Parenting Student Support Program), and Action 3.9 (Positive Youth Justice Initiative) are aligned to Metrics 1.4, 1.5, and 1.15 . Overall, VCUSD students improved in CAASPP ELA in comparison to 2025. VCUSD improved each year on CAASPP in Math in comparison to the 2023-2024 baseline. In both content areas, VCUSD improved by decreasing the distance from the expected standard.

Action 3.3 (Targeted Services for Foster Youth), Action 3.5 (MTSS for Behavior, Attendance, and Social Emotional Learning), and Action 3.6 (Targeted Supports for Behavior) are aligned to Metric 2.7 (% of students suspended once or more). Overall and within sites and student groups the suspension rate increased in 2025-2026. While district focus and targeted strategies are ongoing, VCUSD will not consider these actions to be totally effective until suspension rates are lower and students see related positive academic outcomes.

Other actions tied to Goal 2 include Action 3.7 (Targeted Supports for Mental Health and Trauma-Informed Care), Action 3.10 (Supports for Unhoused Students and Families), and Action 3.12 (Dispute and Resolution Success Liaison). Metric 2.2 (% Average daily attendance) shows an increase. Metric 2.11 ("Classroom Instructional Climate" score from Kimochis), and Metric 2.12 (% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey) all show some variance with positive results at the elementary and high school levels, indicating on-going progress and effective actions.

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Action 3.2 (Targeted Services for Multilingual Learners) and Action 3.4 (Targeted Services for Long Term English Learners) align with Metric 3.1 and Metric 3.3 focus on English Learner progress. VCUSD saw very slight increase in progress towards English language proficiency, comparing results from the 2024 California Dashboard to 2025, but also saw a slight decline in the percentage of students reclassifying to fluent English proficient. More current data indicates that VCUSD ML students are making progress towards in English Language Arts, a predictor for English Learner progress.

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.

VCUSD will maintain the planned goal, metrics, and target outcomes for the 2026-2027 school year.

Refinements to 2026-2027 LCAP actions include:

Action 3.5 (Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning) will be revised to change the action from a specific position to supports determined by school site educational partners as approved by each site's School Site Council. Positions for MTSS Teacher Leaders (up to 3.0 FTE) will be funded through Additional 15% Concentration Grant funding will be added to maintain focus on safe and positive school climates. Positions through the Additional 15% Concentration Grant funding will be contingency based and reviewed annually.

Action 3.6 (Targeted Supports for Behavior) will be revised to include 2.0 FTE Teacher Leaders (moved from LCAP 1.5) to accelerate efforts in inclusion in all classrooms.

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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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Multi-Tiered Systems of Support (MTSS) for Academics (LREBG Action)	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 used for services if staffing is not available. 3.1.a Academic 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. This work will include improved systems	$285,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Funds will be allocated for salaries, benefits, services and supplies. 3.1.b 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 1-12. The Systemic Intervention for Phonics, Phonemic and Spelling (SIPPS) program will be purchased and implemented for grades 1-4 for students in need of reteaching of grade level or previous grade level foundational English Language Arts standards. Literacy intervention materials will be identified and implemented for students in preschool, transitional kindergarten and kindergarten. Funds allocated for salaries, benefits, services and supplies. 3.1.c High School Credit Recovery Students in need of additional credit for graduation will be offered credit recovery opportunities within and beyond the regular school day, including 0 and 7th period and summer programs. Funds allocated for salaries, benefits, services and supplies. 3.1.d Diagnostic Assessments The district wide assessment system will be enhanced to include common formative assessments and diagnostic assessments. These assessments will inform targeted academic interventions. Funds will be allocated for professional development and software. 3.1.e High Dosage Tutoring for Literacy Tutoring will be provided to ensure students are on grade level. Grade appropriate strategies and programs, including SIPPS and interventions for struggling older readers will be provided. 3.11.f. Literacy Intervention Teachers Literacy intervention teachers will be hired to implement Tier 2 and 3 literacy intervention services to students in order to supplement the work of grade level teacher teams in providing interventions.		

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Action #	Title	Description	Total Funds	Contributing
3.2	Targeted Services for Multilingual Learners (ML)	This action provides differentiated interventions for ML students. 3.2a Classroom based Bilingual Tutor Support Bilingual tutors (TBD FTE classified) 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. 3.2b High Leverage Supports for Newcomers Explore, develop, implement and monitor strategies and/or programs to assess knowledge, accelerate transition and increase access to content area learning for all K-12 newcomers . This includes but is not limited to additional staff, high dosage tutoring and professional learning. Funds will pay for staff, materials and services. 3.2.c 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 student groups, particularly newcomers, LTELs and dually identified students.	$750,000.00	Yes
3.3	Targeted Services for Foster Youth	Foster youth will be provided additional supports to support academic and other needs. 3.3.a Foster Youth Learning Acceleration Foster youth will be provided academic supports through extended day tutoring focused on English Language Arts and Math using a vendor that specializes in providing services to this student group. Funds will be provided for services. 3.3.b Foster Youth Enhanced Curriculum Enrichment Foster youth will be provided curriculum enrichment through field trips targeted to student interests aligned to career goals. Funds will be provided for staff time beyond the duty day, materials, and services. 3.3.c Foster Youth Mental Health Support Student Support Services staff will ensure that Mental Health staff at each school have a list of foster youth on campus and check in regularly to determine supports needed. Funds include salaries, benefits, materials, and services.	$40,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
3.4	Targeted Services for Long Term English Learners (LTEL)	This action provides differentiated interventions for Long Term English Learners (LTELs), including students who have an IEP and are LTEL. 3.4.a High Leverage Supports for Long Term English Learners (LTELs) - Explore, develop, implement and monitor strategies and/or programs to amplify academic rigor in content area learning for all 6-12 grade LTEL students with a focus on reading and writing. VCUSD will provide a 1.0 EL/ELA teacher leader, high dosage tutoring, and professional learning. Funds will pay for staff, materials and services. 3.4.b High Leverage Supports for Dually Identified Students (ML students, especially LTELs, with IEPs) - Explore, develop, implement and monitor strategies and/or programs to amplify academic rigor in content area learning for all 6-12 grade LTEL students with a focus on reading and writing. The Secondary EL/ELA teacher leader will work with Special Education and Secondary content teachers to support English Learners in their classrooms through coaching, training and monitoring. 3.4.c Professional Learning for Classroom Teachers working with LTEL students - VCUSD will provide training on high leverage strategies to support LTEL students in meeting the requirements of reclassification to fluent English proficiency. Funding will provide for services, substitutes and extra hours (See also Action 1.7).	$40,000.00	Yes
3.5	Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning	This action supports the development, implementation, maintenance and enhancement of the VCUSD Multi-Tiered System of Supports framework focused on student behavior supports, social emotional learning, attendance, and mental health to improve outcomes for our low income, English learner and foster youth. 3.5 a. MTSS Supports Site will receive funds to address academic, behavior, attendance and SEL needs as indicated by school site data and educational partner engagement. Actions will be for 2026-2027 (one year) and included in site School Plans for Student Achievement (SPSAs). 3.5 b. SST Supports Under the coordination of the VCUSD Elementary and Secondary Directors, additional supports to ensure continuity of SST meetings will be	$2,850,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		provided. Substitutes and extra hours will be provided as approved by the Directors.		
3.6	Targeted Supports for Behavior (LREBG Action)	This action will provide interventions to reduce suspensions, increase inclusion for Special Education students, and prevent over-identification of students for Special Education services. Funds will provide staffing and services to support our unduplicated students. 3.6.a Inclusion Staff A .5 FTE certificated administrator and up to 2.0 FTE teacher leader staffing will provide leadership, coaching, and support to ensure the implementation of successful inclusion practices. 3.6.b District Targeted Supports Student Support Services staff will provide targeted support to schools with high suspension rates. Funds will be used for services and staffing. 3.6.c Youth Court Implement a student led Youth Court to provide students with alternatives to suspension. Youth Court is in place at Jesse Bethel. Funds will provide services.	$300,000.00	Yes
3.7	Targeted Supports for Mental Health and Trauma Informed Care (LREBG Action)	This action will support the development of mental health resources for students, families and staff experiencing trauma. 3.7.a Enhanced Psychologist/Social Worker Supports Up to 4.5 FTE psychologists/Social workers will provide increased time for mental health counseling services to students. 3.7.b Mobile Crisis Team A 1.0 FTE psychologist will support the development and implementation of the Mobile Crisis Team. Funds will be allocated for staffing and/or services if hiring becomes a barrier.	$1,650,000.00	Yes
3.8	Wraparound Supports for	This action prioritizes interventions to address the negative impacts of chronic absenteeism through a cohesive collaboration with district staff,	$760,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
	Chronically Absent Students	site staff, parents and community organizations. These efforts will seek to improve attendance as well as academic and social emotional outcomes for target groups. 3.8.a Attendance Support Staff Child Welfare Attendance (CWA) liaisons will be hired to work directly with students and families. District clerical staff will provide attendance tracking, and support for students at all schools. 3.8.b District and Site Collaborative Attendance Monitoring The attendance for all identified students will be monitored weekly at site CARE team meetings. Those that are approaching or at the chronic absence threshold will be put on the caseload of the Academic Support Provider with immediate parent outreach and the scheduling of a Student Support Team. Academic Support providers, the McKinney Vento Liaison, bilingual liaisons, and parent liaisons will be leveraged for family outreach. Certificated staff at the middle and high school levels will establish ongoing personal contact with chronically absent unhoused students. The Student Support Team (SST) and Student Attendance Review Board (SARB) process will be used for all chronic absentees to identify barriers and develop a plan to address them. These services will be supported and monitored by the Director of Student Support Services.		
3.9	Positive Youth Justice Initiative	This action provides staff to support crossover youth involved in the child welfare and juvenile justice system. 3.9 Positive Youth Justice Initiative Liaison (1.0 classified FTE) Staff provides one on one case management to crossover youth. This staff member will facilitate a program comprised of 4 elements: positive youth development, trauma informed care, wraparound services, and improved operational capacity. This program will be integrated into the Student Support Services Division and the multi-tiered system of supports (MTSS).	$165,000.00	Yes
3.10	Supports for Unhoused Students and Families	These actions will support students and families that are unhoused. 3.10.a Training for the McKinney-Vento Act	$175,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		Training for relevant staff will include the identification of McKinney-Vento students, and the services and accommodations that should and/or must be provided. 3.10.b McKinney-Vento Liaison A 1.0 certificated counselor, working under the direction of the Director of Professional Learning and Curriculum and Instruction, will closely monitor all program students and work with site level staff and community organizations to ensure the implementation of all needed services. 3.10.c. Extracurricular and Curriculum Enrichment Activities Create a system to identify the needs of all students experiencing homelessness in grades 6-12 in accessing activities such as athletics programs, arts program, advanced courses, school sponsored social events as well as other opportunities where cost of participation may be a barrier, and provide assistance. 3.10.d. Communication Campaign Student Services, with the Director of Public Information, will develop and disseminate information about qualification for the McKinney-Vento Program, the benefits of participating, and how to access the program through a broad range of communication tools. 3.10.e Mental Health Supports All students in the unhoused student group will be put on the caseload of the mental health support provider and receive regular supports commensurate with their needs. 3.10.f Transitioning Supports High school students experiencing homelessness will be provided supports to assist them in the transition to college and/or career, including financial literacy, college application for financial aid and admittance, and navigating state and local agencies for needed supports and resources.		
3.11	Expecting and Parenting Student Support Program	This action supports the implementation of programs for our students expecting a child or with a child in order to ensure progress towards graduation and preparation for college and/or career. 3.11.a Expecting and Parenting Student Support Program Comprehensive, integrated, community- linked, school-based support program for students and their children. Funds will be used to pay salaries and benefits for 3.0 FTE staff (including a Head Teacher, Child	$260,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		Development Teacher, and Child Development Associate) and to purchase needed supplies.		
3.12	Dispute and Resolution Success Liaison	This action will provide supports for parents with concerns. 3.12.a A 1.0 FTE staff will work with families to resolve disputes and concerns at the lowest level and increase positive relations between district staff, families and the community.	$210,000.00	Yes
3.13	Foster Youth Parent Outreach and Engagement	This action will provide restorative justice training to designated staff across schools in the district to support African American, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups across all school sites. This action will also 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.	$10,000.00	Yes
3.14	Targeted District Supports for School Climate and Student Engagement	This action will support outreach to parents of foster youth in order to identify needs and connect families to available resources. 3.13.a Foster Youth Fall Parent Outreach and Engagement District staff will conduct a check in by phone with parents of foster youth within the first 45 days of school to identify any needs foster youth may have and connect the students/families to resources. 3.13.b Foster Youth Spring Parent Outreach and Engagement District staff will administer a phone survey to all parents of foster youth to identify needs of foster youth in order to inform the development of the next year's LCAP.	$10,000.00	No
3.15	Targeted District Supports to Increase Graduation Rate and College and Career Preparedness	This action will provide additional professional development to high school counselors around strategies to develop, implement, and monitor four year academic plans to ensure that students are maintaining a positive graduation status.	$10,000.00	No

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Action #	Title	Description	Total Funds	Contributing

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Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Community Centered Education (VCUSD Strategic Plan Pillar 4) - Vallejo City Unified School District 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.

VCUSD continues to identify ways to ensure that families are engaged in their students' learning and see themselves as partners in supporting their child's success in schools.

Educational partner input indicates that families are invested in learning ways to partner with the schools to have active roles in improving student outcomes and supporting the VCUSD goals.

This goal is aligned to Pillar 4 of the VCUSD Strategic Plan which is "Community Centered Education". The VCUSD Governing Board outlines the following components of this pillar which also inform this broad goal:
Our schools are rooted in the community
Cultural competency of staff in addressing student and parent needs
The school is a resource for student learning and family education, growth, and development. The whole learning community is celebrated and impacts the larger community around them.
Schools being seen more as centers of the community, not appearing so closed off to the public.
Expected outcomes are measured through parent participation and a comprehensive annual survey.

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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 (Priority 3A) Source: LCAP Annual Survey	82.3% 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 from School Year 2023-2024, Quarter 3	90.3% 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 from School Year 2024-2025, Quarter 3	90.4% 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 from School Year 2025-2026, Quarter 3	90% 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 from School Year 2026-2027, Quarter 3	8 percentage points above baseline
4.2	% of sites providing activities beyond required activities (Priority 3A) Source: Parent Liaison Reporting of Site Engagement Events, measured by # of sites providing activities beyond required activities over # of sites providing activities	89% of sites provided activities beyond required activities from School Year 2023-2024, Quarter 3	93% of sites provided activities beyond required activities from School Year 2024-2025, Quarter 3	94% of sites provided activities beyond required activities from School Year 2025-2026, Quarter 3	100% of sites provided activities beyond required activities from School Year 2026-2027, Quarter 3	4 percentage points above baseline
4.3	Parent engagement as measured by % SSC meetings that met quorum (Priority 3A) Source: School Site SSC sign-in sheet data	33.3% SSC meetings that met quorum School Year 2023-2024	32.24% SSC meetings that met quorum School Year 2024-2025	44% SSC meetings that met quorum School Year 2025-2026	43.3% SSC meetings that met quorum School Year 2026-2027	0.7 percentage points above baseline

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	% of target # of ELAC meetings occurred (Priority 3B)	31.94% of target # of ELAC meetings occurred School Year 2023-2024, Quarter 3	34.21% of target # of ELAC meetings occurred School Year 2024-2025, Quarter 3	67% of target # of ELAC meetings occurred School Year 2025-2026, Quarter 3	41.94% of target # of ELAC meetings occurred School Year 2026-2027, Quarter 3	25.06 percentage points above baseline
4.5	% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided % Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided (Priority 3B) Source: Interpreter staff reporting	82% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 70% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2023-2024, Quarter 3	90% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 81.91% of Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2024-2025, Quarter 3	89% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 78% of Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2025-2026, Quarter 3	100% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 90% of Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2026-2027, Quarter 3	% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided: 7 percentage points above baseline. % of Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided: 11.91 percentage points above baseline
4.6	% of parents with SWD that responded "yes" to: As a means of improving services and results for your child did the school facilitate parent involvement? (Priority 3C) Source: SPED Dept. data, Google Survey and Statewide Indicator 8	99.13% of parents with SWD responded "yes" to: As a means of improving services and results for your child did the school facilitate parent involvement? from School Year 2023-2024, Quarter 3	87.95% of parents with SWD responded "yes" to: As a means of improving services and results for your child did the school facilitate parent involvement?	100% parents with SWD responding "yes" to: As a means of improving services and results for your child did the school facilitate parent involvement?	100% of parents with SWD that responded "yes" to: As a means of improving services and results for your child did the school facilitate parent involvement?	Target met for metric: 100% parents with SWD responding "yes" to: As a means of improving services and results for your child did the school facilitate parent involvement?

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Update to metric: 100% parents with SWD responding "yes" to: As a means of improving services and results for your child did the school facilitate parent involvement? from School Year 2024-2025, Quarter 3	from School Year 2025-2026, Quarter 3	from School Year 2026-2027, Quarter 3	School Year 2025-2026

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Goal Analysis [2025-26]

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

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

The narrative below describes progress made during 2025-2026 on actions under Goal 4 focusing around the VCUSD Strategic Pillar, Community Centered Education:

Action 4.1 – Parent/Family Engagement and Education
This action provides both site-based and districtwide efforts to engage families in support of student outcomes. At each site, principals direct activities such as community events and parent education, tailored to the unique needs of their school communities. The district also facilitated educational partner meetings through in-person and virtual platforms and distributed the Annual Parent LCAP Survey via multiple formats. This action is partially implemented as systems for outreach and engagement are still being refined.

Action 4.2 – Non-English Speaking Parent/Guardian Support
To support communication and engagement for non-English-speaking families, 5.0 FTE Bilingual Parent Liaisons assist across all school sites. These liaisons provide translation, interpretation, and culturally responsive parent education. Additional bilingual staff receive stipends to support translation needs for events and communications. This action is on-going as outreach continues to scale equitably across the district.

Action 4.3 – Parent and Community Volunteer Support

To boost volunteerism, the district offers free fingerprinting for parents. These efforts aim to reduce barriers to family involvement on campuses. This action is partially implemented as accessibility and parent awareness of the services continue to improve.

Action 4.4 – Parent Education Opportunities
The district is expanding parent education aligned with building leadership. In 2025-2026, VCUSD partnered with Solano County Children's Network to host the Parent Leadership Training Institute (PLTI). Additional programs are offered based on parent needs and interests, fostering stronger home-school partnerships. This action is partially implemented as program reach and consistency continue to grow.

Action 4.5 – VCUSD Parent Networks
In 2025-2026, VCUSD expanded to two parent network groups: African American Parent (AAPN) Network and Latino Parent Network (LPN).Both groups organized community engagement to address disproportionality. Site-based supports are paired with parent education, and districtwide showcases including the annual Black History showcase. Monthly meetings focus on planning and monitoring services. This action is partially implemented while implementation fidelity varies across sites.

Action 4.6 – Parent and Community Communication Systems
This action focuses on strengthening districtwide communication. While some parts of the plan are still rolling out, several key systems are already in place. ParentSquare is planned for wider use during summer, and Peachjar was just launched—full integration is expected over the summer. Smore Newsletter Builder has been purchased and is currently used for both a districtwide and internal newsletter, with full implementation coming next year. All staffing positions are filled, including a Public Information Officer, classified support, and a webmaster.

Because of these efforts, the district shared 119 media stories last year—53 more than the previous year. Social media engagement has increased dramatically, with Facebook posting growing from 2–3 times a week to 5 times a week. Facebook generated 1.3 million views (168 posts) and Instagram received 425.3K views. Engagement has jumped significantly—Facebook interactions are up 275%, and Instagram up 137%.

An intranet was started for internal communication, and the Superintendent's Student Advisory Council was launched with 8th–12th grade students selected by principals for their engagement and leadership potential. The group has had three meetings, focused on amplifying student voice in district decision-making.

The enrollment campaign included a strong fall advertising push, generating 4 million impressions, 11,000 clicks, 1,200 website actions, and 412 leads, according to Target River. This action is partially implemented as several tools are still being fully rolled out and integrated.

Action 4.7 – Full Service Community Schools
The district is transitioning some schools into Full Service Community Schools, with a dedicated coordinator guiding implementation. Support staff have been added to the VCUSD Health Clinic to ensure access to medical appointments, helping students meet immunization requirements in time for school. This action is partially implemented as the planning phase transitions into full implementation across select sites.

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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.

VCUSD allocated $2,328,765.00 actions in Goal 4, Community Centered Education. The estimated actual expenditures for 2025-2026 were $1,762,178. In analyzing the substantive difference in expenditures of $280,060, the following actions were impacted:

Action 4.2 (Non-English Speaking Parent/Guardian Support) was impacted by vacancies in 2025-2026.

In 2025-2026, Action 4.4 was expanded to provide a diverse set of workshops for families. VCUSD was able to utilize supports of external partners including Solano County Behavioral Health and Solano County Office of Education to provide training free of costs. VCUSD will adjust the allocation for 2026-2027 to continue to provide parent education opportunities.

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

VCUSD saw progress in Goal 4 metrics and actions in the second year of a three-year LCAP cycle as well as opportunities for growth in outcomes and effectiveness based on metrics that will inform the 2025-2026 plan.

Five of the six metrics demonstrated growth from 2024-2025. Metric 4.5 (% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided and % Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided was impacted by increase in demand. As sites are utilizing translation services, VCUSD needs to ensure options for translation are readily available to meet the needs.

Activities aligned to Goal 4 showed a measure of effectiveness depending on the activity level of implementation. VCUSD will continue to increase and expand family engagement opportunities during 2026-2027.

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.

VCUSD will maintain the planned goal, metrics, and target outcomes for the 2026-2027 school year.

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/Family Engagement and Education	This action will provide for site and district based parent involvement activities to improve student outcomes. 4.1.a Site Based Parent/Family Engagement	$100,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		Each site principal will direct these efforts at the site level. The services and structures used at each school will vary based on the needs of the families. Funding will be allocated to each site to coordinate and facilitate activities such as community partner engagement, parent engagement, and parent education events. 4.1.b Provision of Options for Parent/Community Participation in Educational Partner Meetings Staff will provide options, when practical, for parents to participate in council meetings and educational partner engagement meetings through in person and virtual platforms. 4.1.c Annual Parent LCAP Survey Staff will provide options for participating in the Annual Parent LCAP Survey that will include electronic and paper options to participate. Options to complete the survey will also be offered at in-person parent events conducted during the spring.		
4.2	Non-English Speaking Parent/Guardian Support	This action will support Non-English speaking parents with communication needs, engagement opportunities, and parent education. 4.2.a. Bilingual Parent Liaisons Bilingual Parent Liaisons (6.0 FTE) will be available to all sites to assist with parent communication (both written and oral), provide parent education, support with parent concerns, and outreach to parents around individual issues and events happening at the district and site levels. 4.2.b. Staff Stipends for Translation and Interpretation Stipends will be available to identified bilingual staff to provide further support with interpretation and translation.	$941,000.00	Yes
4.3	Parent and Community Volunteer Support	This action will support the increase of opportunities for parent and community volunteerism. 4.3.a. Parent Fingerprinting Free of Cost Funds are available for free parent fingerprinting in order to increase parent participation in school activities. 4.3.b. Mobile Site Based Fingerprinting	$10,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		Mobile fingerprinting equipment has been purchased to make this service more accessible to parents at school site events.		
4.4	Parent Education Opportunities	The action will support the implementation of parent education to promote a college and/or career ready culture. 4.4.a. Implement the Parent Institute for Quality Education (PIQE) and Parent Leadership Institute Training (PLTI) These programs educate, empower, and inspire parents of TK-12 grade school age children to take an active role in encouraging and enabling their children to stay in school, improve their academic performance, develop healthy relationships, and focus on preparing themselves for a post-secondary education. 4.4.b. Parent Education Opportunities Implement parent education programs aligned to parent needs and interests.	$35,000.00	Yes
4.5	VCUSD Parent Networks	The focus of parent groups are to address disproportionate outcomes for low-income, English Learner and foster youth students through mentoring, parent-led activities, as well as parent and community engagement focused on disproportionality. 4.5.a. Parent Engagement Implement site based parent education and engagement activities at targeted schools. 4.5.b. Districtwide Showcase Implement districtwide events focused on showcasing and building awareness of African American and Latino culture and history. 4.5.c. Planning and Development Conduct monthly parent network meetings to plan, implement and monitor actions and services.	$60,000.00	Yes
4.6	Parent and Community Communication Systems	This action will strengthen the Districtwide communications system by increasing the effectiveness of communications with parents/guardians and the broader community. 4.6.a. District and Site Communications	$689,178.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		Enhanced communication systems will be established to inform parents and the community of important events, district initiatives, and student progress. This includes the use of video messaging, up-to-date websites, press releases, the use of applications such as ParentSquare and Peach Jar, and updates from the superintendent. A 1.0 FTE classified webmaster will develop, maintain and enhance all District websites. 4.6.b Public Relations Engage a 1.0 FTE Director, Public Information Officer to support the development and enhancement of communication systems and a 1.0 FTE classified Public Relation Manager to support the Public Information Officer.		
4.7	Family Support Center (formerly Community Schools)	This action will support the programming of Community Schools initiatives. 4.7.a Community Schools Manager Under the Educational Services division, up to 1.0 FTE Community Schools Manager will support the planning for and then implementation of Community Schools aligned services across VCUSD campuses. 4.7.b VCUSD Health Clinic Classified staff (up to 2.0 FTE) will provide additional support to the VCUSD Health Clinic in order to ensure families have access to appointments to expedite immunization requirements needed to start school.	$380,652.00	Yes

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Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within three years, the percentage of students from John Finney High School who demonstrate preparedness for college and/or career on the California School Dashboard , specifically from African American, Hispanic, and Socioeconomically Disadvantaged student groups, will increase by 10 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our original analysis of the 2023 California Dashboard data indicated a need to continue supporting preparation for college and career and meeting graduation requirements throughout the District, but specifically for African American, Hispanic, and Socioeconomically Disadvantaged students at John Finney High School. The status on this indicator persisted for these student groups on the 2025 California Dashboard. The need to ensure John Finney students are prepared for college and career is supported by feedback provided from educational partners who requested more opportunities for students to participate in courses and activities that will prepare them for life after high school as well as additional academic interventions to ensure all students have a path to graduation. VCUSD plans to improve options for students to demonstrate preparedness for college and career and provide support to ensure students graduate from high school after four years as identified in the actions aligned to this goal and measured by monitored four year academic plans and successful course completion.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of high school graduates from John Finney High who are placed in the "Prepared" level on the College/Career Indicator. Specific Student Groups:	0% of high school graduates from John Finney High placed in the "Prepared" level on the College/Career Indicator.	1% of high school graduates from John Finney High placed in the "Prepared" level on the	0% of high school graduates from John Finney High placed in the "Prepared" level on the	10% of high school graduates from John Finney High placed in the "Prepared" level on the	% of high school graduates from John Finney High placed in the "Prepared" level on the College/Career

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	African American Hispanic Socioeconomically Disadvantaged (Priority 8A) Source: CA School Dashboard	Specific Student Groups: African American: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% from Report Year 2022-2023	College/Career Indicator. Specific Student Groups: African American: 0% Hispanic: 1.6% Socioeconomically Disadvantaged: 1% from Report Year 2023-2024	College/Career Indicator. Specific Student Groups: African American: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% from Report Year 2024-2025	College/Career Indicator. Specific Student Groups: African American: 10% Hispanic: 10% Socioeconomically Disadvantaged: 10% from Report Year 2025-2026	Indicator: No change from baseline Specific Student Groups: African American: No change from baseline Hispanic: No change from baseline Socioeconomically Disadvantaged: No change from baseline from Report Year 2024-2025
5.2	CAASPP English Language Arts (ELA) % Met/Exceeded Standards at John Finney High Specific Student Groups: Black or African American Hispanic Socioeconomically Disadvantaged CAASPP Math % Met/Exceeded Standards at John Finney High Specific Student Groups: African American Hispanic	CAASPP English Language Arts 14.29% Met/Exceeded Standards at John Finney High Specific Student Groups: Black or African American: 25% (1 student) Hispanic: 0% Socioeconomically Disadvantaged: 14.29% CAASPP Math 0% Met/Exceeded Standards at John Finney High	CAASPP English Language Arts 3.57% Met/Exceeded Standards at John Finney High Specific Student Groups: Black or African American: data is suppressed Hispanic: 4.35% Socioeconomically Disadvantaged: 3.77% CAASPP Math 3.84% Met/Exceeded	CAASPP English Language Arts 10.26% Met/Exceeded Standards at John Finney High Specific Student Groups: Black or African American: 23.53% Hispanic: 5.88% Socioeconomically Disadvantaged: 9.38% CAASPP Math 1.27% Met/Exceeded	CAASPP English Language Arts 24.29% Met/Exceeded Standards at John Finney High Specific Student Groups: Black or African American: 75% (3 students) Hispanic: 10% Socioeconomically Disadvantaged: 24.29% CAASPP Math 10% Met/Exceeded	CAASPP English Language Arts: % Met/Exceeded Standards at John Finney High: 4.03 percentage points below baseline Specific Student Groups: Black or African American: 1.47 percentage points below baseline. Hispanic: 5.88 percentage points above baseline Socioeconomically Disadvantaged: 4.98 percentage

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Socioeconomically Disadvantaged (Priority 4A) Source: DataQuest and Student Analytics Lab Note: DataQuest has suppressed ELA and Math data for the African American and Hispanic student groups because fewer than 11 students from each student group tested in ELA and Math. Student Analytics Lab data was used ELA and Math data for the African American and Hispanic student groups	Specific Student Groups: African American: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% from Report Year 2022-2023	Standards at John Finney High Specific Student Groups: African American: data is suppressed Hispanic: 4.76% Socioeconomically Disadvantaged: 4.08% from Report Year 2023-2024	Standards at John Finney High Specific Student Groups: African American: 0% Hispanic: 1.96% Socioeconomically Disadvantaged: 1.54% from Report Year 2024-2025	Standards at John Finney High Specific Student Groups: African American: 10% Hispanic: 10% Socioeconomically Disadvantaged: 10% from Report Year 2025-2026	points below baseline CAASPP Math: % Met/Exceeded Standards at John Finney High: 1.27 percentage points above baseline Specific Student Groups: African American: No change from baseline Hispanic: 1.96 percentage points above baseline Socioeconomically Disadvantaged: 1.54 percentage points above baseline Report Year 2024-2025
5.3	% NWEA Projected Proficiency Reading at John Finney High Specific Student Groups: Black or African American Hispanic Socioeconomically Disadvantaged	22.5% NWEA Projected Proficiency Reading at John Finney High Specific Student Groups: Black or African American: 11.12% Hispanic: 26.93% Socioeconomically Disadvantaged: 24.66%	22.79% NWEA Projected Proficiency Reading at John Finney High Specific Student Groups: Black or African American: 11.12% Hispanic: 27.4%	18.18% NWEA Projected Proficiency Reading at John Finney High Specific Student Groups: Black or African American: 23.09% Hispanic: 13.64%	20.53% NWEA Projected Proficiency Reading at John Finney High Specific Student Groups: Black or African American: 10% Hispanic: 20.53%	NWEA Projected Proficiency – Reading at John Finney High: 4.32 percentage points below baseline Specific Student Groups: Black or African American: 11.91

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% NWEA Projected Proficiency Math at John Finney High Specific Student Groups: Black or African American Hispanic Socioeconomically Disadvantaged (Priority 2A) Source: Student Analytics Lab	8.8% NWEA Projected Proficiency Math at John Finney High Specific Student Groups: Black or African American: 5.56% Hispanic: 11.76% Socioeconomically Disadvantaged: 8.22% from: NWEA MAP Term Winter 2023- 2024	Socioeconomically Disadvantaged: 25.03% 7.6% NWEA Projected Proficiency Math at John Finney High Specific Student Groups: Black or African American: 5.56% Hispanic: 10% Socioeconomically Disadvantaged: 6.95% from: NWEA MAP Term Winter 2024-2025	Socioeconomically Disadvantaged: 18.18% 12.91% NWEA Projected Proficiency Math at John Finney High Specific Student Groups: Black or African American: 9.09% Hispanic: 14.3% Socioeconomically Disadvantaged: 12.91% from: NWEA MAP Term Winter 2025-2026	Socioeconomically Disadvantaged: 20.53% 31.05% NWEA Projected Proficiency Math at John Finney High Specific Student Groups: Black or African American: 13.5% Hispanic: 13.51% Socioeconomically Disadvantaged: 31.02% from: NWEA MAP Term Winter 2026-2027	percentage points above baseline Hispanic: 13.29 percentage points below baseline Socioeconomically Disadvantaged: 6.48 percentage points below baseline NWEA Projected Proficiency – Math at John Finney High: 4.11 percentage points above baseline Specific Student Groups: Black or African American: 3.53 percentage points above baseline Hispanic: 2.54 percentage points above baseline Socioeconomically Disadvantaged: 4.69 percentage points below baseline from: NWEA MAP Term Winter 2025-2026
5.4	% of students at John Finney High who meet	0% of students at John Finney High who met	0% of students at John Finney High	0% of students at John Finney High	10% of students at John Finney High	No change from baseline

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	UC/CSU requirements AND complete a CTE pathway Specific Student Groups: African American Hispanic Socioeconomically Disadvantaged (Priority 4D) Source: CA School Dashboard	UC/CSU requirements AND complete a CTE pathway Specific Student Groups: African American: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% from Report Year 2022-2023	who met UC/CSU requirements AND complete a CTE pathway Specific Student Groups: African American: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% from Report Year 2023-2024	who met UC/CSU requirements AND complete a CTE pathway Specific Student Groups: African American: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% from Report Year 2024-2025	who met UC/CSU requirements AND complete a CTE pathway Specific Student Groups: African American: 10% Hispanic: 10% Socioeconomically Disadvantaged: 10% from Report Year 2025-2026	from Report Year 2024-2025
5.5	% of students at John Finney High that are NOT deficient in credits in A-G code courses Specific Student Groups: Black or African American Hispanic Socioeconomically Disadvantaged (Priority 4B) Source: Student Analytics Lab	65.3% of students at John Finney High that are NOT deficient in credits in A-G code courses Specific Student Groups: Black or African American: 44.8% Hispanic: 70.66% Socioeconomically Disadvantaged: 66.4% from School Year 2023-2024, Quarter 3	77.5% of students at John Finney High that are NOT deficient in credits in A-G code courses Specific Student Groups: Black or African American: 51.4% Hispanic: 84% Socioeconomically Disadvantaged: 77.7% from School Year 2024-2025, Quarter 3	82% of students at John Finney High that are NOT deficient in credits in A-G code courses Specific Student Groups: Black or African American: 91.3% Hispanic: 80% Socioeconomically Disadvantaged:81.8% from School Year 2025-2026, Quarter 3	75.3% of students at John Finney High that are NOT deficient in credits in A-G code courses Specific Student Groups: Black or African American: 54.8% Hispanic: 80.66% Socioeconomically Disadvantaged: 76.4% from School Year 2026-2027, Quarter 3	Students at John Finney High that are NOT deficient in credits in A–G code courses: 16.7 percentage points above baseline Specific Student Groups: Black or African American: 46.5 percentage points above baseline Hispanic: 10.66 percentage points above baseline Socioeconomically Disadvantaged: 15.4 percentage points above baseline

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						from School Year 2025-2026, Quarter 3
5.6	% of students from John Finney High that graduated high school within four years Specific Student Groups: Black or African American Hispanic Socioeconomically Disadvantaged (Priority 5E) Source: DataQuest	83.3% of students from John Finney High that graduated high school within four years Specific Student Groups: Black or African American: 90.9% Hispanic: 78.1% Socioeconomically Disadvantaged: 82.5% from School Year 2022-2023	80% of students from John Finney High that graduated high school within four years Specific Student Groups: Black or African American: 81.5% Hispanic: 79.7% Socioeconomically Disadvantaged: 80% from School Year 2023-2024	74.7% of students from John Finney High that graduated high school within four years Specific Student Groups: Black or African American: 100% Hispanic: 70.6% Socioeconomically Disadvantaged: 74.7% from School Year 2024-2025	93.3% of students from John Finney High that graduated high school within four years Specific Student Groups: Black or African American: 100% Hispanic: 88.1% Socioeconomically Disadvantaged: 92.5% from School Year 2025-2026	Students from John Finney High that graduated high school within four years: 8.6 percentage points below baseline Specific Student Groups: Black or African American: 9.1 percentage points above baseline Hispanic: 7.5 percentage points below baseline Socioeconomically Disadvantaged: 5.6 percentage points below baseline from School Year 2024-2025

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Goal Analysis [2025-26]

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.

John Finney Continuation High School provided students with supports to encourage growth towards being prepared for college and career:

Action 5.1 (High Dosage Tutoring) - In 2025-2026, John Finney utilized contract services to provide high dosage tutoring services for students who are not at grade level. This action is on-going in implementation.

Action 5.2 – Enhancements to College and Career Programming: Leadership and Art classes were used as platforms to expose students to college and career pathways. Professional learning was also provided to staff to further enrich these opportunities and increase student access to relevant experiences.

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.

VCUSD allocated $125,000.00 for this goal. The estimated actual expenditures were $79,000. The difference between the budgeted and estimated actual costs is due to fewer expenditures tied to college and career programming enhancements. The site will focus on college and career programming in 2026-2027.

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

The 2025 CAASPP data shows improvement with an increase of 6.69% of students who met or exceeded standard for ELA (10.26% in 2025 compared to 3.57% in 2024). While CAASPP Math scores showed a decline of 2.57% met or exceeded the standard, current year NWEA MAP Projected Proficiency data shows that current John Finney (JFHS) students are making progress during the 2025-2026 school year with an increase in projected proficiency of 5.31% in comparison from Fall 2025 to Winter 2026.

While John Finney is still working on the target of 10% demonstrating College and Career preparedness (Metric 5.1) and 10% of students meeting UC/CSU requirements and completing a CTE pathway (Metric 5.4), John Finney exceeded the Year 3 target of 75.3% of students at John Finney are not deficient in credits in A-G courses. As of Quarter 3 in 2025-2026, 82% of students are on track with A-G courses.

This progress demonstrates that current activities in the John Finney School Plan for Student Achievement and the LCAP plan are having a measure of effectiveness for the current JFHS students.

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.

In 2026-2027, John Finney will continue with the current goal, metrics, target outcomes and actions as outlined in 2025-2026.

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
5.1	High Dosage Tutoring (John Finney)	Provide services for students to ensure they have the foundational skills in literacy and math to access rigorous high school content and demonstrate preparedness for college and career.	$50,000.00	No

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Action #	Title	Description	Total Funds	Contributing
5.2	Enhancements to College and Career programming (John Finney)	Purchase additional materials and/or services to supplement college and career programming at the school site.	$15,000.00	No
5.3	Content-Specific Professional Learning (John Finney)	Provide intentional training and coaching for teachers to increase access to courses that help students demonstrate preparedness for college and career (examples - CORE Learning, content-specific training).	$15,000.00	No

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Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within three years, the district will reduce the rates of suspension for all students by half, particularly African American and Socioeconomically Disadvantaged students at John Finney High School by implementing actions that promote relationships and student connectedness as measured by Student Analytics and annual data reporting through DataQuest and the California Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our analysis of the 2025 California Dashboard data indicated continued progress for John Finney students overall with a decline of 1.4% in the number of students suspended for at least one day. The results for John Finney Socioeconomically Disadvantaged and African American student groups had similar improvement with a 2.72% and .9% decline, respectively. Local data for 2025-20265 shows that John Finney has a suspension rate of 4% with the African American student group at 13.04%, having the highest rate of all student groups being suspended at least one day (Spring 2025).

This indicates a need to continue district and school-wide focus on positive behavioral interventions and supports with specific attention and intention for positive outcomes for African American students at John Finney High School. This need is supported by feedback provided from educational partners who recommended additional interventions for students, including mentoring and wellness support as well as training for staff to develop proactive, positive working relationships with students. VCUSD plans to improve proactive options for students to positively remain connected to school as identified in the actions aligned to this goal. Progress will be measured using Student Analytics and the online data reporting system, DataQuest as well as the California Dashboard.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	% of Students at John Finney that have been suspended once or more Specific Student Groups: Black or African American	14.1% of Students at John Finney that have been suspended once or more Specific Student Groups:	1.9% of Students at John Finney that have been suspended once or more Specific Student Groups:	3.3% of Students at John Finney that have been suspended once or more Specific Student Groups:	7.05% of Students at John Finney that have been suspended once or more Specific Student Groups:	% of students at John Finney suspended once or more: 10.8 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Socioeconomically Disadvantaged (Priority 6A) Source: CA Dashboard and Student Analytics Lab,3.1.2 - Suspension Rate Report	Black or African American: 29% Socioeconomically Disadvantaged: 14.4% Source: CA Dashboard, School Year 2022-2023 3.23% of Students at John Finney that have been suspended once or more Specific Student Groups: Black or African American: 3.45% Socioeconomically Disadvantaged: 3.45% Source: Student Analytics Lab, School Year 2023-2024, Quarter 3	Black or African American: 8% Socioeconomically Disadvantaged: 2.1% Source: CA Dashboard, School Year 2023-2024 6.88% of Students at John Finney that have been suspended once or more Specific Student Groups: Black or African American: 8.11% Socioeconomically Disadvantaged: 6.76% Source: Student Analytics Lab, School Year 2024-2025, Quarter 3	Black or African American: 7.1% Socioeconomically Disadvantaged: 3.1% Source: CA Dashboard, School Year 2024-2025 4% of Students at John Finney that have been suspended once or more Specific Student Groups: Black or African American: 13.04% Socioeconomically Disadvantaged: 4.04% Source: Student Analytics Lab, School Year 2025-2026, Quarter 3	Black or African American: 14.5% Socioeconomically Disadvantaged: 7.2% Source: CA Dashboard, School Year 2022-2023 1.6% of Students at John Finney that have been suspended once or more Specific Student Groups: Black or African American: 1.73% Socioeconomically Disadvantaged: 1.73% Source: Student Analytics Lab, School Year 2023-2024, Quarter 3	Specific Student Groups: Black or African American: 21.9 percentage points below baseline Socioeconomically Disadvantaged: 11.3 percentage points below baseline Source: CA Dashboard School Year 2024-2025 % of students at John Finney suspended once or more: 3.65 percentage points above baseline Black or African American: 4.66 percentage points above baseline Socioeconomically Disadvantaged: 3.31 percentage points above baseline Source: Student Analytics Lab School Year 2025-2026

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Goal Analysis [2025-26]

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 2024-2025, John Finney High School utilized specialized services available through site and district staffing and services.

Action 6.1 – Targeted Support for Students: Staff are actively working to build strong relationships with students and offer proactive alternatives to exclusionary discipline. Support has been expanded through the addition of a Child Welfare and Attendance Specialist (0.2 FTE) and a Bilingual Liaison (0.2 FTE), enhancing the wraparound services available to students.

Action 6.2 – Enhanced Student Engagement: Efforts are underway to establish consistent engagement practices across campus. Field trips have been incorporated into this action, with several already conducted and more planned to deepen real-world connections for students.

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.

VCUSD allocated $69,384.00 for this goal. The estimated actual expenditures were $51,000.00. While John Finney had budgeted for college and career field trips and activities, some of these costs were covered through other funding.

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

The CA School Dashboard outcomes from the 2024-2025 school year shows a slight decline in percentage of students that were suspended once or more, from 1.9% according to the 2024 CA Dashboard and 3.3% in 2025. However, current year progress shows a decrease in the percentage of students that have been suspended once or more as of Quarter 3 during the 2025-2026 school year, from 6.88% in Quarter 3 2024-2025 to 4% in 2025-2026.

Local data from Student Analytics Lab shows similar improvement for Socioeconomically Disadvantaged students with 6.76% in 2024-25 and 4.04% in 2025-26. However the data indicates an increase in African American students suspended once or more (8.11% in 2024-25 up to 13.04% in 2025-26). While there is variance across student groups, overall improvements indicate some measure of effectiveness.

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.

In 2026-2027, John Finney will continue with the current goal, metrics, target outcomes as outlined in 2025-2026. Action 6.1 will add a position that focuses on restorative practices for 2026-2027.

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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Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Targeted Support for Students (John Finney)	Site will provide restorative practices through staffing or services as a proactive intervention as well as an alternative means for correction (suspension prevention).	$140,000.00	No
6.2	Enhanced Student Engagement (John Finney)	Provide a robust program of recognition to incentivize position choices. Funds will provide for activities including but not limited to materials, contracts with outside vendors, college and career related field trips.	$10,000.00	No

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$38,892,954	$4,898,008

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
37.497%	9.854%	$9,905,077.46	47.351%

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

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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:** Common Core Aligned Curriculum and Instruction **Need:** VCUSD continues to see a disparity between results of unduplicated student groups in comparison to their VCUSD peers.	While VCUSD made growth in 2025, a large discrepancy between unduplicated students and their peers exists. Activities in Action 1.1 provide necessary assurances that our low income, EL and Foster Youth students receive a dynamic instructional program across all schools as outlined in common planning documents and measured throughout the year with common benchmark and formative assessments. In order to	1.3, 1.4, 1.6 In addition to performance on annual state assessments and district benchmark assessments (NWEA Map) in English Language Arts and Mathematics, VCUSD will

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
	According to the 2025 CAASPP English Language Arts (ELA) assessment results, 23.04% of VCUSD low income students met or exceeded standards in ELA while 41.13% of students who are not low income met or exceeded standards in ELA. 6.78% of English Learner students met or exceed standards in ELA while 27.95% of students who are English Only met or exceeded standards in ELA. 14.28% of our foster youth met or exceed standards in ELA in comparison to 25.84% of VCUSD students who are not foster youth met or exceeded standards in ELA. For Mathematics, on the 2025 CAASPP Mathematics assessment, 16.68% of VCUSD low income students performed at or exceeded standards compared to 30.23% of students who are not low income. 7.87% of English Learner students met or exceeded standards in math, whereas English Only had 19.58% of students who met or exceeded standards. No foster youth had no students met or exceeded standards while 18.81% overall of VCUSD students met or exceeded standards in math. This is the second year that Science is an indicator based on performance on the California Science Test (CAST). 22.34% of our low income students met or exceeded standards on the CAST (in comparison to 11.63% in 2024) while 51.30% of students who are not low income met or exceeded standards on CAST (in comparison to 21.27%	enhance the core instructional program, the classroom design should be optimized to promote student ownership of learning. Students across all VCUSD school sites are expected to participate in active learning such as structured academic conversations and collaborative work. According to Robert Talbert in A Space for Learning: An Analysis of Research on Active Learning Spaces, active learning or the method of students actively working on learning tasks and reflecting their work is connected to increased student learning and engagement across disciplines, grade levels and demographics (Talbert, R. 2019). According to Designing Classrooms to Maximize Student Achievement, "Over half of U.S. schools have inadequate structural facilities, and students of color and lower income students are more likely to attend schools with inadequate... facilities" (Cheryan, S., Ziegler, S. A., Plaut, V. C., & Meltzoff, A. N. 2014). This on-going action will provide low-income, English learner and foster youth students with instructional materials as well as tools in the classroom, including but not limited to supplemental literature, technology, and furniture that moves easily for active learning activities. VCUSD is investing in professional learning (see Action 1.7) that encourages active learning across all content areas. VCUSD expects the combination of intentional professional learning with classrooms set up for active learning will yield positive student outcomes across all schools, evidenced by on-going district and site walkthroughs. Our low-income students and English learners often lack access to supplemental technological devices, high-quality diverse	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 on a quarterly basis.

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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
	in 2024). 2.81% of English Learner students met or exceed standards in Science with 37.44% of students who are English Only met or exceeded standards on the CAST in 2025.This is growth for both groups compared to 2024 with 0.99% for English Learner students and 16.63% for English Only students. Schools and Student Groups to watch throughout the 2024-2027 LCAP Cycle based on 2023 CA Dashboard - For ELA, the schools with a "red" ELA indicator overall in 2023 are Federal Terrace, Lincoln, and Pennycook. Schools with student groups with a "red" ELA indicator are Federal Terrace (African American, English Learner, Hispanic), Highland (English Learner), Hogan (English Learner), Lincoln (Socioeconomically Disadvantaged), Patterson (English Learner, Hispanic), Pennycook (African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities), Steffan Manor (English Learner, Hispanic, Socioeconomically Disadvantaged). 2025 Dashboard Updates for ELA - The 2025 Dashboard indicated that our ELA progress improved overall, moving the District from “red” to “yellow” and nine out of ten schools out of the red indicator. Furthermore, early literacy markers (see LCAP 1.2) show that our efforts, ensuring students in the early grades are reading on grade level, are having a positive impact.	literature, and interactive learning tools at home. By utilizing funds to provide classrooms with interactive technology and active-learning furniture, we are intentionally designing an environment that fosters structured academic conversations and peer-to-peer collaborative work. These specific active-learning strategies are proven to accelerate language acquisition for English learners and increase engagement for low-income students, ensuring they receive the interactive Tier 1 instruction necessary to close the achievement gap. In 2024-2025 VCUSD installed furniture to enhance flexible learning and collaboration at the secondary level classrooms. Based on learning walks sessions done in the fall and winter, VCUSD data shows a 38% increase in evidence of collaboration and structured student talk. VCUSD will continue to provide targeted ELA coaching to schools and schools with specific groups with the ELA indicator in the red on the 2023 California Dashboard. VCUSD will continue to provide targeted Math coaching to schools and schools with specific groups with the Math indicator in the red on the 2023 California Dashboard. In 2025-2026, VCUSD implemented a new math adoption in grades K-8. VCUSD provided on-going support including professional learning, walkthroughs and feedback. By Winter 2026, all K-8 classrooms were in full implementation of the adopted curriculum. Ongoing coaching and	

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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
	Schools and Student Groups to watch based on 2023 CA Dashboard for Mathematics - The schools with a "red" Math indicator overall in 2023 are Highland, Lincoln, and Pennycook. Schools with student groups with a "red" Math indicator are Federal Terrace (African American), Highland (English Learner, Hispanic, Socioeconomically Disadvantaged), Hogan (English Learner, White), Jesse Bethel (African American), Lincoln (Socioeconomically Disadvantaged), Patterson (English Learner, Hispanic), Pennycook (African American), Steffan Manor (African American), Vallejo High (English Learner). 2025 Dashboard Updates for Math - Per the 2025 Dashboard, Math progress improved overall with the District moving from the "orange" to the "yellow" indicator. All schools that were in the "red" in 2023 have improved. Educational partner feedback indicates that students will be more engaged in a learning environment that has well planned lessons with resources that reflect the VCUSD student demographics, allow students to collaborate and learn interactively and provide support as needed. Curriculum, pacing and resources available should not be dependent on each school, but rather consistent across all schools and grade levels. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections	support will continue in 2026-2027. VCUSD District Professional Learning support staff will work with site teachers around the science curriculum at all grades. VCUSD attributes growth to intentional implementation of the curriculum and ongoing collaboration. Tallber, R. (2019). A Space for Learning: An Analysis of Research on Active Learning Spaces. Retrieved April 30, 2026 from https://doi.org/10.1016/j.heliyon.2019.e02967 Cheryan, S., Ziegler, S. A., Plaut, V. C., & Meltzoff, A. N.(2014). Designing Classrooms to Maximize Student Achievement. Sage. Retrieved April 30, 2026 from https://journals.sagepub.com/doi/pdf/10.1177/2372732214548677 .1177/2372732214548677	

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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
	with 16.63% of students who are English Only met or exceeded standards on the CAST. Educational partner feedback indicates that students will be more engaged in a learning environment that has well planned lessons with resources that reflect the VCUSD student demographics, allow students to collaborate and learn interactively and provide support as needed. Resources available should not be dependent by each school, but rather consistent across all schools and grade levels. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections **Scope:** LEA-wide		
1.2	**Action:** Structured Early Literacy Program **Need:** According to the 2025 CAASPP, 33.37% of low income students met or exceeded standards by 3rd grade. While this is a 14.14% jump in growth from 2024, low income students are still behind their peers with 64.24% of students that are not low income who met or exceeded standards by 3rd grade. In 2025 English Learner third grade students scored 15.23% met or exceeded standard (an improvement from 6.87% in 2024) while English Only performed at 48.80%.	VCUSD will provide professional development and coaching for teachers to a develop an efficacious district-wide literacy program that improves outcomes for our low-income and English Learner TK-3 students by increasing teachers' understanding of the science of reading as well as their ability to plan for and differentiate instruction to ensure students are reading on grade level by the end of third grade. Teachers will receive the resources needed to implement the strategies learned through on-going training. VCUSD will continue to provide targeted professional development to schools and schools with specific groups with the ELA indicator in the red on the 2023 California Dashboard.	1.4, 1.6, 1.7 VCUSD will continue to 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

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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
	Schools and Student Groups to watch throughout the 2024-2027 LCAP Cycle based on 2023 CA Dashboard - Specific Schools: Federal Terrace (African American, English Learner, Hispanic), Highland Elementary (English Learner), Lincoln Elementary (Socioeconomically Disadvantaged), Loma Vista Environmental Science Academy (English Learner, Hispanic, Socioeconomically Disadvantaged) Mare Island Health & Fitness (African American, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities), Patterson Elementary(English Learner, Hispanic), Pennycook Elementary (African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities), Steffan Manor (English Learner, Hispanic, Socioeconomically Disadvantaged), Wardlaw Elementary (English Learner) The VCUSD Governing Board has set the expectation that all VCUSD students will read on grade level by the end of third grade. Educational partners have indicated the need for enhanced instructional programs and strategies to ensure students are demonstrating grade level mastery. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections **Scope:**	By providing on-going professional development, coaching for teachers, collaboration, supplemental resources, and just in time interventions, VCUSD will continue to see the disparity in scores decrease between low income and English Learner students and their peers. Furthermore, given this action is LEA-wide at all elementary and TK-8 schools, VCUSD intends for scores for all students to improve.	target next steps at a minimum of a quarterly basis. 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.

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	LEA-wide		
1.4	**Action:** TK-12 Visual and Performing Arts Programs **Need:** Based on the 2025 California Dashboard, English Learners, Foster Youth and Socioeconomically Disadvantaged student groups had not made as much growth as the overall student group. In ELA, VCUSD demonstrated a "yellow" indicator whereas English Learner and low income students both had an "orange" indicator. The foster youth student group maintained a "red" indicator for ELA. VCUSD continues to seek out strategies and programs that enhance literacy across all content areas that help reinforce literacy skills in different contexts. VCUSD educational partners acknowledged the increase in arts across the schools. 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 such as the arts, 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.	VCUSD will utilize the expertise of staff and community partners to implement a district-wide Visual and Performing Arts program that is aligned to the VCUSD 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 learning through a different approach and demonstrate understanding through concrete experiences which will support inclusion for all students. VCUSD anticipates that each school site will be in full implementation of its arts and music program plan by the end of 2026-2027, pending hiring of planned staffing. VCUSD will provide these offerings on an LEA-wide basis to enhance the inclusivity of the educational experience for all students.	1.4, 1.6, 1.7 VCUSD will monitor progress through implementation of a VAPA action plan. Student feedback regarding learning and effectiveness of VAPA units, sessions or semesters will be collected throughout but definitely at the conclusion of programming.

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	See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections **Scope:** LEA-wide		
1.5	**Action:** District Instructional Leadership (Technical Assistance Action) **Need:** VCUSD has demonstrated progress as indicated in movement from the 2024 California Dashboard to 2025 Dashboard with positive growth in the ELA, Mathematics, College/Career and Graduation Rate indicators. The VCUSD English Learner Progress maintained at “orange” but showed small growth in percentage of students making progress. Chronic Absenteeism and Suspension rate moved from “yellow” to “orange.” Disparity between student groups exists across all indicators with student groups at the LEA and school site levels in the "red." African American, Asian, Long Term EL, and White student groups each had one “red” indicator. Foster Youth, Homeless, Pacific Islander and Students with Disabilities each had four “red” indicators. The following LEA students groups maintained or improved and had no indicator in "red": English Learner, Hispanic and Socioeconomically Disadvantaged.	In collaboration with SCOE and CCEE as part of the Differentiated Assistance support, VCUSD utilizes continuous improvement through the improvement science process. VCUSD will continue to focus on building coherence through on-going assessment, monitoring and urgent actions that impact classrooms and are visible in student learning. Through a collective impact approach, the VCUSD District Leadership team of district and site leaders will implement cycles of inquiry at the district level which will inform comparable actions and approaches at each school site level. As part of this process, VCUSD will continue to analyze data to hone in on practices that build consistent positive outcomes and understand barriers that are preventing positive growth at the LEA and school level. VCUSD anticipates this process will have a positive outcome on the unduplicated student groups (EL, low income and foster youth) and therefore the district as a whole. VCUSD understands the importance of building a strong team to support leadership at all levels. The professional organization, Learning Forward, identifies a culture of collaborative inquiry and leadership as two conditions for success. Results for all students occur within learning communities	1.3, 1.4, 1.15, 2.3, 2.7, 3.1 VCUSD will monitor progress through identified metrics throughout the school year, but minimum quarterly. The development, implementation and effectiveness of short term action plans at the district and site levels will inform progress towards overall goal and actions 1.5 as well as 1.6.

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	Schools and Student Groups to watch throughout the 2024-2027 LCAP Cycle based on 2023 CA Dashboard - Specific Schools: Dan Mini Elementary, Federal Terrace Elementary, Highland Elementary, Hogan Middle School, Jesse Bethel High School, John Finney High School, Lincoln Elementary, Loma Vista Environmental Science Academy, Mare Island Health and Fitness, Pennycook Elementary, Solano Widenmann, Vallejo High, Wardlaw Specific Student Groups: African American (College and Career, Suspension), English Learners (ELA, College and Career, Grad Rate), Foster Youth (Suspension), Homeless (Math, College and Career), Socioeconomically Disadvantaged (Suspension), White (Chronic Absenteeism, Suspension), Students with Disabilities (College and Career, Grad Rate, Suspension) VCUSD collaborates with Solano County Office of Education (SCOE) and California Collaborative for Educational Excellence (CCEE) through Differentiated Assistance. Identifying a strategic and intentional process for sustained change of LEA-wide, schoolwide and student group disparity in outcomes has been a foundational focus of this partnership. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections **Scope:**	committed to continuous improvement, collective responsibility, and goal alignment. This cannot happen without leaders who are skilled at developing capacity, advocating, and creating systems of support. In 2025-2026, VCUSD revised the structure for providing differentiated support across school sites to ensure coaching and mentoring moving forward is differentiated by site to meet district outcomes. Priorities for 2026-2027 include on-going implementation of the new mathematics adoption, enhanced literacy screening, science of reading strategies, and differentiated curricular implementation. VCUSD will provide differentiated support across school sites to schools and schools with specific groups with the ELA, Mathematics, College/Career and Graduation Rate indicator in the red on the 2023 California Dashboard. Actions will be provided on an LEA-wide basis to ensure all teachers receive feedback and support so that all students have enhanced learning opportunities. See Also: Learning Forward. Leadership. Retrieved April 30, 2026 from https://standards.learningforward.org/standards-for-professional-learning/conditions-for-suc	

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	LEA-wide		
1.6	**Action:** Site Instructional Leadership (Technical Assistance Action) **Need:** VCUSD decreased the number of schools that have at least one indicator in “red” from fourteen schools, to seven schools, as indicated on the 2025 California Dashboard. While this is a significant improvement, as a school district, VCUSD does not have one indicator at the "green" or "blue" level. Schools and Student Groups to watch throughout the 2024-2027 LCAP Cycle based on 2023 CA Dashboard - Specific Schools with at least one indicator in "red": Dan Mini Elementary, Federal Terrace Elementary, Highland Elementary, Hogan Middle School, Jesse Bethel High School, John Finney High School, Lincoln Elementary, Pennycook Elementary, Solano Widenmann, Vallejo High, and Wardlaw. VCUSD collaborates with Solano County Office of Education (SCOE) and California Collaborative for Educational Excellence (CCEE) through Differentiated Assistance. Identifying a strategic and intentional process for sustained change of LEA-wide, schoolwide and student group disparity in outcomes has been a foundational focus of this partnership. **Scope:**	As an extension to the district level leadership work, administrators will utilize the strategies learned at monthly DLT meetings as a guide for site level work including but not limited to daily walkthroughs and site leadership team meetings. The systems-level strategies are focused around the VCUSD Instructional Priorities and the VCUSD SEL Priorities. VCUSD will continue to provide implementation support across school sites to schools and schools with specific groups with at least one indicator in “red” on the 2023 California Dashboard. Through this implementation work, school sites will analyze data to hone in on practices that build consistent positive outcomes and understand barriers that are preventing low-income students from improving. By utilizing funds to provide site leaders with differentiated coaching and data-analysis tools, principals will be explicitly trained to identify and dismantle the specific instructional barriers that are preventing our low-income students from succeeding, thereby accelerating their academic growth on state dashboard indicators. Given the percentage of low-income students at school sites across the district, the impact will be reflected across other student groups. This action is district-wide. This action will include funds set aside for additional staffing (one-year funded positions).	1.3, 1.4, 1.15, 2.3, 2.7, 3.1 VCUSD will monitor progress through identified metrics throughout the school year, but a minimum quarterly. The development, implementation and effectiveness of short term action plans at the district and site levels will inform progress towards overall goal and actions 1.5 as well as 1.6.

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	LEA-wide		
1.7	**Action:** Professional Learning for Teaching and Learning (Technical Assistance Action) **Need:** While VCUSD made some progress from 2024 to 2025 as indicated by the ELA, Mathematics, College/Career, and Graduation Rate indicators on the California Dashboard, VCUSD maintained the English Learner Progress indicator. Chronic Absenteeism and Suspension Rate indicators moved down from “yellow” to “orange” on the Dashboard. No LEA indicators have reached a "green" or "blue" level. Disparity between student groups persists across all indicators with student groups at the LEA and school site levels in the "red." Student Groups to watch throughout the 2024-2027 LCAP Cycle based on 2023 CA Dashboard - The following LEA student groups have at least one indicator in "red": English Learners (3), Students with Disabilities (4), Homeless (4), African American (3), Foster Youth (2). Fourteen schools had at least one indicator in "red." VCSUD has improved at the school level with seven schools having at least one indicator in “red” in 2025, compared to 14 in 2023.	In 2025-2026, VCUSD implemented the final year of a three year professional learning plan (2023-2026). This plan came as a response to a decline in student outcomes over multiple years. In collaboration with VCUSD Educational Partners as well as Solano County Office of Education (SCOE) and California Collaborative for Educational Excellence (CCEE), VCUSD has developed a five-year professional learning plan that extends and enhances the work started in 2023. In 2026-2027, VCUSD will implement the first year of the five-year plan which includes designated professional learning days, required professional learning during the work day, time for coaching, collaboration and preparation, and opportunities to extend learning based on role within the organization. VCUSD expects that adhering to the Year 1 implementation plan will yield improved classroom instruction, stronger relationships with students and improved outcomes. Also, during 2026-2027, VCUSD will begin a three year implementation focused on positive school climates. Because our English learners and low-income students rely most heavily on high-quality, targeted Tier-1 instruction to close achievement gaps, providing our educators with robust, ongoing professional learning in evidence-based practices (such as the Science of Reading) ensures these specific student groups receive the specialized, effective daily instruction they require to accelerate their learning.	1.4, 1.6, 1.7, 3.6, 3.7 VCUSD will monitor implementation progress through attendance at all trainings. Effectiveness of the professional learning plan will come through results of surveys provided at the end of every training and at designated times of the school year. Evidence of adult learning to impact students' demonstration of learning will be observed through site and district walkthroughs.

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	Educational partners across all groups (administrators, staff/bargaining units, parents, students, community members, SELPA) have recommended on-going mandatory professional learning that is differentiated and has additional support as well as accountability measures identified. Special attention to strategies for all staff to build positive and engaging school climates was noted across all partners. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections **Scope:** LEA-wide	According to a Nebraska Center for Research on Children, Youth, Families & Schools NeMTSS Research brief, "teachers who receive an average of 49 hours of professional development can increase their students' achievement by approximately 21 percentile points." Further analysis of the data indicated the studies who reported more than 14 hours of professional learning showed a positive and significant effect on student achievement (2019). Professional development can not be a one-stop opportunity but rather has an extensive connection to the curriculum materials that teachers use, the district and state academic standards that guide their work, and the assessment and accountability measures that evaluate their success. VCUSD has developed intentional, on-going training focused around classroom instruction to support teachers throughout the school year. Rangel-Pacheco, Abril & Witte, Amanda (2019). Professional Development and Student Achievement. NeMTSS. Retrieved May 2, 2026. https://nemtss.unl.edu/wp-content/uploads/2022/06/19-Professional-Development-and-Student-Achievement.pdf	
1.8	**Action:** Student Outcome Data Analysis (Technical Assistance Action) **Need:** In December 2025, VCUSD was notified that the district is eligible for Differentiated Assistance based on its performance of five student groups on the 2025 California	VCUSD will fund staff and expert services through a combination of state and federal restricted resources to refine processes to maintain data integrity across the system, work with district leadership to develop data presentations for site, district and educational partner communication, and work with district and site leadership to analyze data and set targets for areas of	1.4, 1.6, 1.8, 1.9

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	Dashboard. The following student groups received the lowest status level in two or more state priority areas: Foster Youth, Homeless Youth, Long-Term English Learners, Pacific Islander, and Students with Disabilities. Because foster youth and homeless youth experience high transiency rates, and English Learners require specific monitoring of language acquisition over time, standard data systems often fail to capture their longitudinal needs. By utilizing S&C funds to implement a robust, coherent data platform and dedicated data-analysis staff, VCUSD is providing an improved service that allows site leaders to track the specific intervention progress of these highly mobile and specialized student groups, ensuring they do not fall through the cracks. Through the process of continuous improvement, VCUSD in collaboration with Solano County Office of Education (SCOE) and the California Collaborative for Excellence in Education (CCEE) identified the need to increase the time spent and venue for data sharing and application of the data analysis in order to "habitualize" using data to drive decisions. This was a focus for 2025-2026- and will continue in 2026-2027 to include developing a coherent data platform, training all levels of district and site leadership, and a process for building data integrity to ensure that procedures for data entry lead to accurate information across all schools. **Scope:**	improvement. Funds will also support additional software or data management resources needed. VCUSD expects this action to improve outcomes on forthcoming California Dashboard releases for student groups identified in the Differentiated Assistance process, including English Learners. Furthermore, given the high percentage of low-income students across all student groups, VCUSD anticipates improved outcomes for all unduplicated students. These actions are provided LEA-wide to maximize their impact in improving student outcomes for all students.	

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	LEA-wide		
1.9	**Action:** Curriculum Enrichment Programs **Need:** According to the 2025 CAASPP English Language Arts (ELA) assessment results, 23.04% of VCUSD low income students met or exceeded standards in ELA while 41.13% of students who are not low income met or exceeded standards in ELA. 6.78% of English Learner students met or exceed standards in ELA while 27.95% of students who are English Only met or exceeded standards in ELA. 14.28% of our foster youth met or exceed standards in ELA in comparison to 25.84% of VCUSD students who are not foster youth met or exceeded standards in ELA. For Mathematics, on the 2025 CAASPP Mathematics assessment, 16.68% of VCUSD low income students performed at or exceeded standards compared to 30.23% of students who are not low income. 7.87% of English Learner students met or exceeded standards in math, whereas English Only had 19.58% of students who met or exceeded standards. No foster youth students met or exceeded standards while 18.81% overall of VCUSD students met or exceeded standards in math. This is the second year that Science is an indicator based on performance on the	VCUSD will provide school sites with 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. Funds will be site directed to allow activities to be grade level appropriate and based on student interest. Curriculum enrichment resources could include but are not limited to contract services to bring experts into the classroom and schools, transportation and admission to opportunities outside of the classroom connected to in class learning, materials to supplement and expand the core program, as well as additional art, music or STEAM activities. The Loma Vista Farm provides an established in-district curriculum enrichment opportunity in an urban environment that exposes students to a variety of hands-on learning options that integrate both literacy and math content. Students across the district will have opportunities for hands-on interactive learning from expert staff on working farm involving care-taking of the facility and the animals that live on the farm. These actions will provide a diverse set of resources for low-income students. VCUSD expects these activities to have a positive impact on decreasing the disparity between unduplicated students and overall student outcomes. These actions will be provided LEA-wide.	1.3, 1.4, 1.6, 1.7, 2.2, 2.7 VCUSD will monitor the implementation through identification of site-selected activities. Effectiveness of chosen activities will be monitored through contract or program evaluations, district and site walkthroughs and the annual LCAP survey feedback. VCUSD will utilize a Google form survey for classes that participate in a Loma Vista farm experience.

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	California Science Test (CAST). 22.34% of our low income students met or exceeded standards on the CAST (in comparison to 11.63% in 2024) while 51.30% of students who are not low income met or exceeded standards on CAST (in comparison to 21.27% in 2024). 2.81% of English Learner students met or exceed standards in Science with 37.44% of students who are English Only met or exceeded standards on the CAST in 2025.This is growth for both groups compared to 2024 with 0.99% for English Learner students and 16.63% for English Only students. Educational partner input across all groups 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. Educational partner feedback recommends additional options for curriculum enrichment across all grade levels and within all content areas. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections **Scope:** LEA-wide		
1.10	**Action:** 21st Century Technology Environments	VCUSD will continue to ensure that students have at a minimum 1:1 access to a working device for instruction, access to curriculum and evidence-	1.4, 1.16

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	Need: Given the impact of technology on all aspects of students' lives, VCUSD identifies the need to maintain and continue to seek updating our tools to support 21st Century learning as indicated in the College and Career section of the 2025 California Dashboard. VCUSD improved 12% from 2024 with 27.4% Prepared for College/Career in 2025. While foster youth was considered too small of a group to measure, English Learners and low income students performed below overall VCUSD students for this indicator. 25.9% of low income and 13% of English Learners demonstrated preparedness. 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. VCUSD staff have demonstrated 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. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections	based supplemental software and technological resources that increase productivity and enhance teaching and learning. VCUSD will continue to investigate ways to increase the options for students to utilize technology as an integrated part of their learning. VCUSD will provide staff to ensure students and staff have access and differentiated support in utilizing these tools. Technology provides students with another way to collaborate with peers and explore the world outside of the classroom. Technology can help instill curiosity and changes how students work. In How Does Technology Impact Student Learning?, students' education is enhanced by technology because it puts students' knowledge into action, sharpens students' critical thinking, provides a way for better communication, and personalized learning opportunities (Bay Atlantic University, 2023). According to The Impact of Technology, studies have shown that technology can actually help students collaborate more purposefully if used as a regular tool in the classroom. The District expects with increased access, training and resources to enhance student learning, low-income, English learners and foster youth will demonstrate improved outcomes in their preparation for college and/or career. While these resources are funded with targeted student groups in mind, the use of 1:1 devices and supplemental resources is provided LEA-wide. Bay Atlantic University (June, 2022). How Does Technology Impact Student Learning? Retrieved	VCUSD will monitor the use of technology during district and site walkthroughs, through survey feedback following professional learning as well as on-going Technology Department input collection.

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	Scope: LEA-wide	May 2, 2026 from https://bau.edu/blog/technology-impact-on-learning	
1.11	**Action:** Staffing For Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes **Need:** VCUSD has two choice schools (Cave Language Academy and Vallejo Charter School). VCUSD also has specialized programming, CTE pathways, advanced coursework, and elective options at the two comprehensive high schools, the middle school, and TK-8 schools. Based on enrollment projections VCUSD schools have and will continue to see a decline in enrollment. This affects the number of teachers, programs and/or electives that can be offered. While this results in secondary schools having fewer options, TK-8 and elementary sites will see combination classes. Given the large percentage of low-income, English learner and foster youth students at these schools, the impact of declining enrollment and limited staffing will have a greater impact on these student groups' opportunities to be prepared for college and career. Parents and families have indicated they want VCUSD schools to continue to offer courses and expand programming that prepares	Given the importance of ensuring students receive direct instruction utilizing the strategies teachers learn in their professional learning, VCUSD will utilize funds to provide additional staffing to minimize combination classrooms, particularly at the primary grades, where ensuring students are meeting grade level outcomes is fundamental. Additional allocations will be provided to secondary programs and choice schools to maintain programming, electives, and CTE opportunities to increase access to options beyond high school. EducationTrust.org indicates the importance of having a highly qualified teacher for low-income students and students of color. It can mean a difference of 10 percentile points in Math and 35 percentile points in reading. Staffing coupled with professional learning (see Action 1.7) will provide students with a positive learning experience that will lead to improved outcomes for low-income, English learner, and foster youth students at a more increased rate than their peers. VCUSD expects that maintaining and enhancing these options will have a positive impact on the College and Career indicator for high school students and increase positive outcomes for students at the elementary and TK-8 grade levels. While this option is targeted specific schools, it is an LEA-wide action to ensure maximum instructional access for all low-income, English learner and foster youth.	1.3, 1.4, 1.6, 1.7, 1.16 VCUSD will monitor implementation progress through a comparison of staffing allocations and student enrollment. Effectiveness of this action will be monitored through district and site walkthroughs as well as feedback from students through course selections in preparation for the subsequent school year.

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	students to be competitive in applying for college as well as equipped for the workforce. Educational partner feedback also indicates that combination classes are difficult on students because they do not receive as much direct instruction on grade level content. Staff agree with the need to minimize combination classrooms as it adds an additional pressure on covering content and meeting student needs. **Scope:** LEA-wide	The Education Trust. Fact Sheet-Teacher Equity. Retrieved May 2, 2026. https://edtrust.org/wp-content/uploads/Ed%20Trust%20Facts%20on%20Teacher%20Equity.pdf	
1.12	**Action:** Early Childhood Education Enhancement **Need:** VCUSD operates early childhood programs across the district to provide options for families to prepare their children for the first year of formal school and meet the district goal of having all students reading on grade level by third grade. Current Kindergarten data shows from midyear of 2025-2026, 34% of Kindergarten students scored P (Proficient) on CORE assessment E, blending CVC words and 55% of Kindergarten students scored P on assessments A-D- letter sounds. VCUSD expects 80% of Kindergarten students will score 100% on CORE assessment E, blending CVC words and 100% of Kindergarten students will know all of their	VCUSD will provide additional resources to enhance current pre-school curriculum including additional professional development for teachers to align the activities and preparatory curriculum to the expectations of entering Kindergarten. VCUSD will also offer a Pre-K academy for students who have not had an opportunity to participate in pre-school so that students and their parents can receive some tools and practice on skills necessary for success in Kindergarten. Priority will be given to low-income, and English learners, and foster youth. VCUSD expects to see students who participate in these offerings will be better prepared than students who have not had the option of preschool. This action will support all programs across VCUSD.	Metric 1.7 VCUSD will also monitor progress, using other formative measure, of TK and Kindergarten students who participated in the VCUSD early childhood programming to compare progress to those who did not. % of preschool students that were indicated in the "Building" developmental level or above in measures LLD 8-Phonological Awareness and LLD 9 Letter and Word Knowledge Fall 2024

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	letters and sounds by the end of each school year. Educational partners indicate that additional opportunities for students to "practice school" better prepare students for the rigors of Kindergarten. **Scope:** LEA-wide		60% of preschool students that were indicated in the "Building" developmental level or above in measures LLD 8 59% of preschool students that were indicated in the "Building" developmental level or above in measure LLD 9 Letter and Word Knowledge
1.13	**Action:** Alternative Schools Support **Need:** VCUSD maintains a continuation high school and additional programs at the John Finney campus that provide alternate options for low-income, English Learner and foster youth students to remain with VCUSD and matriculate towards graduation. Alternative schools play a critical role in supporting students who face systemic barriers to graduation in traditional comprehensive settings. Our low-income students, English learners, and foster youth often experience unique challenges, such as credit deficiency, the need to work to support their families, or high transiency rates. VCUSD maintains a continuation high school and independent study programs at the John Finney campus to provide the flexible scheduling, specialized case management, and targeted credit-recovery options these specific student groups uniquely require to remain engaged in school	VCUSD will provide resources to support students who opt for alternative schools or programs. In addition to the continuation high school, VCUSD will offer options for Independent Study and a Leadership Academy that provides an alternative to expulsion. Staffing with program-specific training, tutoring, counseling support for students, and additional on-campus mentoring and mental health resources provide families and students with an equitable system of support that is offered at the comprehensive schools. VCUSD anticipates that this will prioritize the campus work on preparing all students for college and career at the John Finney campus.	1.15 VCUSD will utilize the district and site walkthrough tool with a focus on alignment to the variety of learning platforms on the John Finney campus.

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	and successfully matriculate towards graduation. Educational partner input indicates that providing options for students will benefit their learning to ensure that they are eligible to graduate on time. In some instances independent study programming allows students who are medically fragile to stay on grade level with their learning. **Scope:** LEA-wide		
1.14	**Action:** College and Career Readiness **Need:** According to the 2025 California Dashboard, VCUSD performed at the "yellow" measure of this indicator with one student group scoring at the "red" or "Very Low" level of the indicator. This is an improvement from 2024 where VCUSD had an “orange” indicator and five student groups scored at the "red" or "Very Low" level In further analysis of this indicator, additional information regarding levels completion for the 11 options for demonstrating preparation for college/career is available through the College/Career Levels and Measures report. VCUSD students performed at the higher levels (L3 and L4) in Advanced Placement and Meeting UC/CSU Requirements. VCUSD had a smaller percentage prepared (L2) with Smarter Balanced Assessment proficiency. In those	VCUSD will provide activities at all grade levels that offer college and career awareness activities on campus. The VCUSD College and Career team will assist sites in hosting guest speakers, college awareness events for secondary students and family nights that share hands-on learning about the VCUSD Profile of a Graduate and next steps for college. Starting in middle school, VCUSD counselors will provide workshops and meetings around college and career preparedness. In the high schools, the Secondary Director will work with high school administration to analyze current options for college preparedness to develop actions that will create new pathways and enhance current offerings. VCUSD will also ensure students have equitable access to options that provide scholarship and grant opportunities including but not limited to the PSAT and FAFSA.	1.16 VCUSD will survey for feedback after each college and career event. High school student focus groups at the beginning, middle and end of the year will also inform enhancements to current options and guide planning and content for future options.

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	areas, our low-income, foster youth and English learner students had less success than overall. This indicates two things: VCUSD must increase the range of rigorous options for demonstrating preparedness; VCUSD must better support targeted student groups to be successful in the options that are provided. While this indicator is only measuring high school student progress, given outcomes shared in previous actions around ELA and Mathematics progress, this action should include activities for all grades. Student Groups to watch throughout the 2024-2027 LCAP Cycle based on 2023 CA Dashboard (College/Career Preparedness indicator) - VCUSD overall had several student groups that are impacted by low performance (as indicated as “red” or “Very Low” for 2023 on the College and Career indicator.: African American, English Learners, Homeless, and Students with Disabilities. Schools with Student Groups watch throughout the 2024-2027 LCAP Cycle based on 2023 CA Dashboard (College/Career Preparedness indicator) - John Finney as a school site had a “red” or “Very Low” indicator overall in 2023 with the following specific student groups also identified with a “red” or “Very Low” indicator: African American, Hispanic and Socioeconomically Disadvantaged. Jesse Bethel English Learners and Vallejo High African American and English Learners also	In 2026-2027, VCUSD will be collaborating with secondary schools to develop a comprehensive system for formative monitoring and planning next steps in individualized supports and enhanced course options. Based on student feedback, VCUSD will expand current pathways and incorporate more career-based opportunities for students to explore future options. This action is provided on an LEA-wide basis to have a lasting impact on all students. By directing supplemental and concentration funds to these actions, VCUSD will see positive growth in outcomes for targeted student groups, including the unduplicated student groups.	

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	had a “red” or “Very Low” on the College and Career indicator. 2025 College and Career Dashboard Updates for the College/Career Preparedness indicator: VCUSD improved, earning a "yellow" level on the dashboard. John Finney and Vallejo High maintained their status. Jesse Bethel moved all student groups out of the very low level, achieving the “green” or second-highest rating. Student Groups to watch throughout the 2024-2027 LCAP Cycle based on 2023 CA Dashboard (Graduation indicator) - VCUSD was "yellow" with English Learners and Students with Disabilities having a “red” or “Very Low” indicator. Jesse Bethel had a red Graduation Rate indicator for Students with Disabilities. Vallejo High had red for the following student groups: African American, English Learner, Hispanic, Socioeconomically Disadvantaged. 2025 College and Career Dashboard Updates for the Graduation Rate indicator: VCUSD maintained at the “yellow” level. Schools and student groups in the red in 2023 maintained that same status. While English Learners also moved from “red” to “yellow,” Students with Disabilities maintained the “red” rating. This was the same student group trend for Jesse Bethel. Vallejo High African American and Socioeconomically Disadvantaged student groups improved to “yellow” while the English Learner and Hispanic student groups maintained at the “red” level.		

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	Educational partners recommend additional options for students, starting in the elementary grades, to learn about college and careers. Parent workshops have been recommended, also at the younger grades, to educate parents on college and career options. VCUSD educational partners communicated the importance of starting early to prepare families and students for post-secondary options. students for post-secondary options. **Scope:** LEA-wide		
1.15	**Action:** College Preparatory Program **Need:** Based on needs shared in Action 1.14, VCUSD has confirmed the need to provide intentional options to target support and resources to students, in particular, the student groups indicated in Action 1.14. Educational partner feedback, particularly secondary student input, recommends options for additional support through in class assistance, after class tutoring, mentorship, and opportunities to connect learning to the real world. **Scope:** LEA-wide	Data indicates that our low-income students and English learners historically lack equitable access to college preparatory resources and demonstrate lower rates of college readiness (25.9% and 13% respectively) on the California Dashboard. To close this gap, VCUSD will provide specialized, supplemental preparatory programs explicitly designed to increase post-secondary eligibility for these targeted groups. Rather than funding core graduation requirements, these funds will be utilized for supplemental acceleration pathways, targeted A-G credit recovery courses, and specialized after-school preparatory programs. By providing these specific, supplemental academic supports, we are directly removing the structural barriers that prevent our unduplicated students from successfully applying to and entering college. Supplemental and concentration grant funds are directed to impact identified student groups and their outcomes across all indicators on the	1.10, 1.16 As students enroll in programs and/or electives, VCUSD will monitor their progress on outcomes (attendance, behavior, academic) in comparison to all students using the student information system and the Student Analytics Lab. VCUSD will survey students and families on the impact selected programs have on their individual progress. Survey results will be used with student data to revise or expand programming

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		California Dashboard. These actions are provided LEA-wide.	and determine needs for alternate options.
1.17	**Action:** Bridge Programs for Incoming Middle and High School Students **Need:** According to the VCUSD 2025-2026 Grades Dashboard in Aeries Analytics (May 2026), 31.3% of all ELA grades given to low income students in the 9th grade are either a D or an F in comparison to 29.9% for all students. This percentage jumps to 43.6% for English Learners in 9th grade. Math courses for ninth grade students have a higher percentage of Ds and Fs overall (30%) with low income students at 31.2% and 9th grade English Learners at 43.8%. These percentages increase as students progress in the high school system. Furthermore, VCUSD annual measurable outcomes for Goal 2 indicate that while VCUSD is closing the gap in the percentage of high school students dropping out or at-risk of dropping out, middle school students are seeing an increase. All VCUSD Educational partner groups spoke to the importance of early intervention, small group and/or individualized support to ensure that students do not fall behind and receive the assistance required but during and outside of class to maintain grades, avoid credit recovery and graduate on time.	VCUSD grade data at both the middle school and 9th grade levels shows that students face challenges when transitioning into and out of middle school, as well as when entering high school. These critical junctures often determine long-term academic engagement, attendance, and achievement—particularly for our most vulnerable students. In partnership with the Solano County Office of Education (SCOE) and the California Collaborative for Educational Excellence (CCEE), VCUSD District Leadership has developed a comprehensive timeline and set of activities designed to enhance and expand existing supports for students matriculating into secondary levels. The Pritchard Committee's "Meaningful Diploma Strategy: Ready for High School" identifies four essential, research-based practices that support successful transitions: Social and Emotional Learning Personalized Support and Counseling Early Intervention Supportive School Environments VCUSD will align its transition efforts with these best practices, while also reinforcing academic readiness and well-being as pillars of secondary success. Key components of VCUSD's transition strategy include: Empower Youth Seminar: Offered each spring in partnership with Kaiser Permanente, this full-day experience is provided to all 8th grade students	1.9 (specifically,9th grade), 2.2, 2.7 VCUSD will collect data regarding implementation of programs offered. The District will seek out input from student participants in small groups about options and opportunities that are engaging and relevant.

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	Scope: LEA-wide	across the district, with a focus on resilience, leadership, and high school readiness. Summer Bridge Programs: These sessions serve as academic “boot camps,” providing targeted support in subjects like math to help students prepare for high school-level coursework. Academic Preparedness: Rigorous and engaging instructional programs in middle school are foundational. According to a report by ACT, “students who take rigorous coursework in middle school are more likely to excel in high school.” VCUSD is committed to ensuring all students have access to such opportunities. In addition to academic supports, VCUSD is expanding: Ongoing Counseling and Progress Monitoring: Beginning in middle school, students will receive regular guidance and check-ins to ensure they are on track for a successful 9th grade transition. Data-Driven Planning: Site and district leadership will analyze student performance data collaboratively to ensure timely interventions and personalized support. Transition Programs: VCUSD is exploring implementation of peer-led initiatives such as Link Crew (high school) and WEB or Where Everybody Belongs (middle school) to ease transitions and build community connections from day one. Finally, to address challenges in 9th grade, a pivotal year for long-term success, VCUSD	

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		Educational Services and Human Resources will collaborate to strategically allocate staff to reduce class sizes in identified core subjects, thereby improving teacher-to-student ratios and increasing instructional support. With greater intentionality and investment in transition experiences, VCUSD anticipates measurable improvements in academic, attendance, and behavior outcomes, especially for unduplicated students. These actions will be implemented LEA-wide to ensure equitable access and impact for all students. The Prichard Committee. Meaningful Diploma Strategy: Ready for High School. Retrieved April 26, 2026. https://prichardcommittee.org/curated-meaningful-diploma-strategy-ready-for-high-school/?_gl=1%2A1khjdta%2A_ga%2AMTA5MDc5Mzg3Ny4xNzQ1NDQ3Mjk1%2A_ga_LMRW5DNWJ3%2AMTc0NTQ1MjIyOS4yLjEuMTc0NTQ1MjQ3MS4wLjAuMA..	
1.18	**Action:** Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions **Need:** In December 2025, VCUSD was notified that the district is eligible for Differentiated Assistance based on its performance of five student groups on the 2025 California Dashboard. The following student groups received the lowest status level in two or more state priority areas: Foster Youth, Homeless Youth, Long-Term English Learners, Pacific Islander, and Students with Disabilities. Given	VCUSD will fund staffing (including a Director of Categorical Grants position (.5 FTE), a 1.0 FTE Accounting Analyst, and multi-funded classified staff) to oversee the development and facilitation of the Local Control Accountability Plan (LCAP) which aligns to the VCUSD Strategic plan and incorporates key actions from district level and site level plans. These roles exist exclusively to manage, track, and evaluate the supplemental interventions, expenditures, and specialized compliance reporting required specifically for English Learner and Foster Youth programs, rather than general district accounting.	1.4, 2.3, 2.7, 3.1, 1.15, 1.16 (Metrics aligned to CA Dashboard Indicators) VCUSD will provide monthly progress reports to partnering departments from SCOE as part of Differentiated Assistance support. Reporting will be provided on progress towards goals as well as progress towards expending current year

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	the percentages of unduplicated students over the past two years, 85.12% (2024-2025) and 86.48% (2025-2026), many of those students are also considered low-income, English Learner and/or foster youth. Through the process of continuous improvement, VCUSD in collaboration with Solano County Office of Education (SCOE) and the California Collaborative for Excellence in Education (CCEE) has identified the need to align all resources build a cohesive intentional plan for impacting student outcomes ultimately impacting all areas of the California LCFF state priorities. Furthermore, given the importance of spending current year funding for current year students, VCUSD must also focus efforts on ensuring current year funds are utilized to support that intentional plan. **Scope:** LEA-wide	VCUSD established the first Superintendent's Advisory Committee with representation from all secondary (including TK-8) schools to advise the Superintendent and the VCUSD Cabinet. Funding will continue to provide resources such as meetings supplies and transportation to maintain a districtwide student leadership advisory that meets throughout the school year to discuss current progress on LCAP actions, collect input and determine any next steps. VCUSD expects this action to improve outcomes on forthcoming California Dashboard releases for student groups identified in the Differentiated Assistance process, including English Learners. Furthermore, given the high percentage of low-income students across all student groups, VCUSD anticipates improved outcomes for all unduplicated students. These actions are provided LEA-wide to maximize their impact in improving student outcomes for all students.	funds and a portion of the carryover balance.
2.1	**Action:** Positive School Culture and Climate **Need:** VCUSD refers to two indicators on the California Dashboard to measure progress on positive school culture and climate: Suspension Rate (Conditions and Climate) and Chronic Absenteeism (Academic Engagement). While VCUSD maintained an “orange” rating for the Suspension Rate indicator on the 2025 California Dashboard,	Under the direction of the Directors of Elementary and Secondary Departments, a cohesive proactive approach using PBIS strategies as outlined in the VCUSD SEL Priorities and VCUSD PBIS: Response to Behavior Handbook will continue to be implemented across all school sites. As part of the VCUSD Multi-tiered System of Support (MTSS) Framework, each site will collaborate with the Director of Secondary and Director of Elementary to outline the school's "Tier 1" approach and additional supports needed (professional learning, coaching, supplemental	2.7, 2.8, 2.9 VCUSD 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

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	with 6% of VCUSD students suspended at least one day, the Chronic Absenteeism indicator declined 2.7% from 2024, moving from “yellow” to “orange” in 2025. Several schools and student groups saw decline in progress towards improving suspension rates and chronic absenteeism. VCUSD went from two schools 2024 California Dashboard at the lowest level, "red" to four schools at the “red” rating for the Suspension Rate indicator in 2025. In 2024, VCUSD had no schools at the “red” level for Chronic Absenteeism, but in 2025, five VCUSD schools were “red” for Chronic Absenteeism. VCUSD went from one student group within the LEA receiving a “red” level on the Suspension Rate indicator on the 2024 California Dashboard to six student groups in “red” in 2025. Furthermore, VCUSD went from one student group within the LEA receiving a “red” level on the Chronic Absenteeism indicator on the 2024 California Dashboard to four student groups in “red” in 2025. Schools and Student Groups to watch throughout the 2024-2027 LCAP Cycle based on 2023 CA Dashboard - Student groups within the following schools had the lowest performance level in either Chronic Absenteeism or Suspension Rate on the 2023 California Dashboard: Annie Pennycook - Filipino (Chronic Absenteeism), Students with Disabilities (Chronic Absenteeism), Two or More Races	programs, etc). Identified school staff will receive on-going training on restorative practices in order to train other school site staff as an alternate means for correction. Our low-income students and foster youth are disproportionately impacted by exclusionary discipline practices, which directly harms their academic outcomes and school connectedness. By explicitly focusing our Positive School Culture and Climate initiatives on implementing Tier 1 Positive Behavioral Interventions and Supports (PBIS) and restorative practices, we are directly addressing the root causes of these disparities. This proactive framework provides an improved service that safely redirects behavior and explicitly reduces the disproportionate suspension rates of our unduplicated student groups, ensuring they remain in the classroom.	appropriate next steps. This data will be shared at District Leadership teams using a protocol that can be replicated at the school site leadership level.

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	(Chronic Absenteeism), White (Chronic Absenteeism); Cave- White (Chronic Absenteeism); Dan Mini - Filipino (Chronic Absenteeism), African American (Suspension), Socioeconomically Disadvantaged (Suspension); Glen Cove - English Learners (Chronic Absenteeism), White (Chronic Absenteeism), Highland - African American (Suspension), Socioeconomically Disadvantaged (Suspension); Hogan Middle School- African American (Suspension), English Learners (Chronic Absenteeism and Suspension), Filipino (Chronic Absenteeism), Hispanic (Chronic Absenteeism and Suspension), Socioeconomically Disadvantaged (Chronic Absenteeism), Students with Disabilities (Suspension),White (Suspension); Jesse Bethel - African American, English Learner, Hispanic, Socioeconomically Disadvantaged, Two or More Races, and White student groups (Suspension), John Finney- African American and Socioeconomically Disadvantaged (Suspension); Johnston Cooper- African American (Suspension); Joseph Wardlaw - Socioeconomically Disadvantaged and Students with Disabilities (Suspension); Lincoln - African American and Socioeconomically Disadvantaged (Suspension); Solano Widenmann - African American, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities (Suspension); Vallejo High - Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and Two or More Races (Suspension).		

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	2025 College and Career Dashboard Updates for the Suspension and Chronic Absenteeism indicators: Suspension Rate - Five schools (Cave, Dan Mini, Hogan, Jesse Bethel, John Finney and Lincoln) moved all student groups out of the "red" indicator. Eight schools maintained or had additional student groups in the "red" for Suspension Rate per the 2025 CA Dashboard. Chronic Absenteeism - Three schools (Annie Pennycook, Cave and Dan Mini) moved all student groups out of "red" for Chronic Absenteeism. Nine schools either maintained or had additional student groups in the "red" for Chronic Absenteeism per the 2025 CA Dashboard. Educational partner input suggests that VCUSD needs additional strategies, programs and staff to support students in understanding and following expectations as well as supports to address why students are making choices that get them into trouble. **Scope:** LEA-wide		
2.2	**Action:** Social Emotional Learning **Need:** As indicated in Action 2.1, nine of the eighteen VCUSD schools were overall in the "red" on the Suspension indicator (2023 California	VCUSD will select and utilize SEL screening tools to gauge school and district trends. In alignment with the VCUSD SEL Priorities, support and resources will be provided to ensure sites have the SEL materials needed. District and site leadership teams will monitor progress as part of the walkthrough process.	2.9, 2.11, 2.12 VCUSD will utilize data collected from district and site walkthroughs and the results from the identified social emotional screeners

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	Dashboard). Amongst all school sites, the Suspension indicator was red for at least one student group in 13 of the 18 schools. Also mentioned above, educational partner input indicates that VCUSD needs additional strategies, programs and staff to support students in understanding and following expectations as well as supports to address why students are making choices that get them into trouble. **Scope:** LEA-wide	VCUSD anticipates that a multi-tiered approach for implementation will have a positive impact on improving school climate, particularly for specific student groups at identified sites, in particular for the low-income student group at the district level. Given the comprehensive approach, this action is LEA-wide.	throughout the year to measure progress on social emotional practices. Data will be discussed and next steps determined at District Leadership Team meetings.
2.3	**Action:** Student Wellness and Mental Health **Need:** Based on the 2025 Dashboard, VCUSD has 4 schools identified that declined progress in providing proactive resources to impact school climate and student behavior as measured by the Suspension Rate indicator. African American, foster youth, homeless, long-term English Learners, Pacific Islander, and Students with Disabilities are now included as one of the target groups specifically and within other student groups. Data indicates that VCUSD continues to have a higher suspension rate than the state average. Educational partner feedback suggests additional support to assist students in	As part of the Tier 1 support, VCUSD will ensure every site has at least one 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. Every 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 (see Action 2.2). According to Every Young Heart and Mind: Schools as Centers of Wellness (MHSOAC, 2020), "schools (have the potential to serve as) centers of wellness and healing – where social and emotional learning is a core mission; youth are engaged as	2.7 VCSUD will ensure every site has one MHSP. The MHSPs 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.

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	addressing problems could benefit the school climate and culture. 2026 Partner feedback across all groups (students, staff, and parents/community) rate student health and wellness as one of the top priorities of focus for VCUSD moving into 2026-2027. **Scope:** LEA-wide	mental health champions and leaders; and families, including younger children, have access to mental health supports." VCUSD sees the Wellness Centers as a place where all students are welcome, but also as a place where students can go to receive additional supports. These actions will create an opportunity to significantly increase opportunities for low-income student support thereby decreasing the number of disciplinary actions, including suspensions, in comparison to overall referrals, because students' concerns and feelings are being addressed in a proactive way. These actions will be provided on an LEA-wide basis to maximize their impact on all students. Mental Health Services Oversight & Accountability Commission (October, 2020). Retrieved on April 24, 2026 from https://mhsoac.ca.gov/wp-content/uploads/schools_as_centers_of_wellness_final-2.pdf	
2.4	**Action:** Student Supervision and Safety **Need:** Based on current data from Student Analytics Lab, discipline incidents at schools are highest at the middle school (269 incidents), followed by one comprehensive high school (187 incidents), eight TK-8 schools (those over 50 incidents). Data shows that this particularly impacts low-income students as they have a	As part of its Multi-Tiered System of Supports (MTSS), VCUSD is committed to strengthening Tier 1 strategies that proactively support all students. In the 2024–2025 school year, VCUSD will expand its Positive Behavioral Interventions and Supports (PBIS) framework through increased adult visibility and relationship-building across school campuses to improve student safety and climate. Key staffing enhancements include:	2.9 VCUSD will ensure sites have the designated number of staff supervising students (based on grade level). Following a data audit in 2025-2026, VCUSD will utilize and enforce discipline referral protocol to maintain data integrity

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	higher rate of disciplinary action than their peers who are not low income. Further analysis from our student information system shows that the majority of disciplinary incidents take place during non-instructional times. VCUSD educational partners have recommended that the district provide additional staff to increase the presence of adult supervision as a proactive measure to support students and prevent disciplinary issues. **Scope:** LEA-wide	Site Safety Supervisors at the secondary level schools and additional playground, bus, and arrival/dismissal supervision staff at elementary schools through both staff and contracted services. As part of our Multi-Tiered System of Supports (MTSS), VCUSD is committed to strengthening Tier 1 strategies that proactively support our most vulnerable students. Because our low-income students and foster youth are disproportionately impacted by exclusionary discipline practices, particularly during non-instructional times, we are utilizing Supplemental and Concentration funds to provide targeted adult supervision. Rather than serving as general security, these specific staff are trained explicitly in our Positive Behavioral Interventions and Supports (PBIS) framework, conflict resolution, and restorative practices. By intentionally increasing the presence of adults equipped with de-escalation techniques during unstructured times, we are providing a uniquely improved service that safely redirects behavior and directly reduces the disproportionate suspension rates of our unduplicated student groups. In 2026-2027, VCUSD will expand adult supervision resources to support safer, more focused learning environments. This includes piloting a clear and consistent cell phone use policy during school hours, an initiative supported by educational partners, emerging research, and state guidance. Supplemental tools and equipment will be deployed to monitor and reinforce these expectations.	that allows the 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.

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		These actions are designed to be implemented districtwide to ensure equitable benefits for all students, improving both safety and the learning environment across all school sites.	
2.5	**Action:** Attendance Awareness and Improvement Program **Need:** VCUSD demonstrated a decline on the 2025 California Dashboard Chronic Absenteeism indicator. Data from 2024-2025 on chronic absenteeism shows that progress lags behind the county and state averages with VCUSD at 36.1%, Solano County at 22.7% and the State at 19.5%. A similar trend on daily attendance shows VCUSD continued to lag behind the county and state average daily attendance. VCUSD had 17.5 days of absence in comparison to 13.2 (Solano County) and 12.4 (State). In looking more closely at these numbers, low-income had a higher number of absences (17.7) than overall students. Current year data as of Spring 2025 shows chronic absenteeism at 28.5% and the daily attendance rate at 90.58%. **Scope:** LEA-wide	Under the direction of Educational Services, VCUSD will refine and implement a districtwide attendance initiative plan to provide a coherent consistent "Tier 1" approach across all schools. The plan will include structures to provide proactive communication, education and recognition around the impacts of daily attendance. Additional staff beyond the VCUSD site clerical staffing ratio will be provided to ensure that communication is happening between families daily. Knowing that the offices are busy places, this additional staff will support students and families on campus while the Office Manager and/or Attendance Clerk prioritizes attendance outreach during identified times. The Educational Services team will work with the Public Communications Director to develop districtwide communications to families and the community regarding attendance. The Educational Services team will develop and implement a calendar of spirit days, district and school competitions and recognition opportunities around daily attendance. By providing positive, proactive and responsive communication to families, students and staff, VCUSD expects daily attendance of low-income youth to improve. These actions will be provided on an LEA-wide basis to maximize their impact on all students.	2.2, 2.3 VCUSD will provide weekly communication through the Weekly Watch on attendance progress at the district and the site through the academic and fiscal lens. Attendance data will be shared and analyzed at the District Leadership Team meetings using a protocol that can be replicated at the site level.
2.6	**Action:** Student Engagement and Recognition	VCUSD will work with each school site to expand clubs or outside of instructional time options based	2.2

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	Need: Considering discipline and attendance data noted in Action 2.1 and 2.5 respectively, VCUSD has identified a need to provide additional opportunities that encourage low-income students to attend school every day and make good choices to participate in high-interest options. Educational partners repeatedly recommended that VCUSD 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 VCUSD 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:** LEA-wide	on student interest. Opportunities will vary based on grade level. Funds will provide for materials, staffing and services as needed. At the secondary level, the Director of Secondary will work with the Secondary Principals to develop and implement a plan to ensure that the athletic scholar program provides opportunities for all interested students to participate. Prioritizing safety and access, funds will provide for leadership, staffing, services, memberships for participation, transportation, supplies and facilities. Additional funds will be allocated to provide each school with resources to promote PBIS, attendance, academic and engagement recognition. Each site will design a site-specific recognition program. VCUSD understands the importance of providing students, especially low-income students, with a diverse range of activities and programs to connect with peers and the school. Building them into the school program allows students to participate in activities they might otherwise not be able to try as shared in Rand (2019). VCUSD expects that providing a variety of opportunities for students will encourage low-income students to participate in school supervised activities that promote PBIS and will lead to positive attendance, behavior and academic outcomes. These actions will be provided on an LEA-wide basis to maximize their impact on all students. Rand (July 2019). Sports Participation Gap Exists Between Youth from Lower-Income and Middle-	As students enroll in programs and/or clubs, VCUSD will monitor their progress on outcomes (attendance, behavior, academic) in comparison to all students using the student information system and Student Analytics Lab .

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		Income Families. Retrieved April 26, 2026 from https://www.rand.org/news/press/2019/07/18.html	
2.7	**Action:** Staff Recruitment, Hiring and Retention **Need:** According to 2025 CAASPP data (based on 2024-2025 instruction), the VCUSD percentage of students who met or exceeded standard for ELA was 25.81%. The state had 48.82% of students who met or exceeded the standard. In Mathematics, VCUSD had 18.76% of students who met or exceeded the standard while the State had 37.30%. The variance within the VCUSD unduplicated student groups shows a bigger gap. 23.04% of VCUSD low income students met or exceeded standards in CAASPP ELA while 41.13% of students who are not low income met or exceeded standards in ELA. 6.78% of English Learner students met or exceed standards in ELA while 27.95% of students who are English Only met or exceeded standards in ELA. 14.28% of our foster youth met or exceed standards in ELA in comparison to 25.84% of VCUSD students who are not foster youth met or exceeded standards in ELA. For Mathematics, on the 2025 CAASPP Mathematics assessment, 16.68% of VCUSD low income students performed at or exceeded standards compared to 30.23% of students who are not low income. 7.87% of English Learner students met or exceeded standards in math, whereas English Only had	To address these challenges and ensure that VCUSD provides staff continuity for instruction and student support to our unduplicated students, VCUSD has developed a multi-tiered system for recruitment and retention strategies. These efforts align with recommendations from the Learning Policy Institute and the U.S. Department of Education's 2021 guidance on educator retention and effectiveness. Key Strategies supported by these recommendations include a menu of strategies that allow for a multi-pronged approach include: Targeted Compensation: While VCUSD salaries and benefits remain below those of surrounding districts, enhancing compensation is essential to recruiting and retaining staff in Title I schools. Targeted approaches, including stipends would attract and retain candidates at high-needs schools and difficult to fill positions (i.e. Bilingual educators, English Language Development specialists, and highly qualified staff for Title I campuses) VCUSD unduplicated students, specifically English learners, foster youth, and low-income students, require highly specialized, consistent Tier 1 instruction and stable relationships to close persistent achievement gaps. Data shows that staff turnover disproportionately disrupts the continuity of learning for these vulnerable groups, who rely heavily on school stability and teachers trained in specific interventions, such as the science of reading and English Language Development. By	1.1, 1.3, 1.4, 1.6, 2.2, 2.7 To measure the effectiveness of placing highly qualified, retained staff in classrooms, VCUSD will monitor the academic growth of unduplicated students using Metric 1.4 (CAASPP ELA and Math for English Learners, Low-Income, and Foster Youth) and Metric 1.6 (NWEA Projected Proficiency). We expect to see the achievement gap close faster for these groups as a direct result of improved instructional stability. VCUSD will also utilize a number of data sources to monitor implementation progress on this strategy and the level of impact on student achievement: The Human Resource (HR) department will collect data on the hiring process for 2025-2026 to identify the number of positions filled in

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	19.58% of students who met or exceeded standards. No foster youth students met or exceeded standards while 18.81% overall of VCUSD students met or exceeded standards in math. More recent local data from 2025-2026 indicates encouraging progress. For example, internal benchmark assessments (NWEA MAP) showed a slight decrease of 1.23% in projected proficiency of students who met or exceeded standards in English Language Arts between Quarter 3 of 2025 and Quarter 3 of 2026. Furthermore, early literacy efforts appear to be gaining traction, with a higher percentage of students meeting end-of-year targets on the 2025-2026 winter assessments compared to the prior school years. VCUSD attributes student outcomes to consistent and coherent professional learning across multiple years for administrators, certificated and classified staff. In 2023-2024, the district implemented a three-year professional learning plan requiring all teachers to complete training in the science of reading and literacy across content areas. Beginning in 2026-2027, VCUSD will implement a revised five-year plan. The foundation of these plans is ensuring all students read at grade level by third grade. Each grade level thereafter has a focus on literacy across the content areas aligned to mastery of grade level standards. Coherence around this initiative has created a synergy of	utilizing Supplemental and Concentration funds for targeted retention compensation, we are ensuring that these specific student groups are served by experienced, fully credentialed educators who are equipped to provide the continuous, high-quality academic and social-emotional support they need to succeed. Supportive Working Conditions and Well-being Initiatives: To directly improve outcomes for our most vulnerable students, our investments in collaborative planning time are explicitly structured to allow educators to review assessment data, analyze language acquisition progress, and design targeted Tier 1 and Tier 2 interventions specifically for our Multilingual Learners and struggling low-income students. Furthermore, staff wellness and positive school environment initiatives are intentionally focused on equipping teachers at all schools with the resilience, trauma-informed support, and collaborative problem-solving skills necessary to maintain stable, uninterrupted, and highly effective learning environments for our foster youth and students experiencing systemic inequities. High-Quality Substitute Pool: VCUSD continues to strengthen its substitute network to ensure continuity of instruction during staff absences. In 2025-2026, VCUSD raised the daily rate for substitutes which increased the number of substitute teachers willing to support teachers who were absent or provide long-term support for vacant classrooms. Substitute shortages disproportionately impact low-income schools, often resulting in classes being split or covered by	comparison to vacant positions at the start of the school year, at the middle of the school year, and at the end of the school year. This data collection will continue to monitor progress between schools years. HR will utilize the surveys to collect data on the following, including: 1. Exit Survey - provide opportunity for exiting staff to share feedback including reasons staff chose to leave the district. 2. Anonymous New Hire Survey - provide input to HR on the hiring process. 3. Current Employee Survey - provide input to HR on effectiveness of recruitment and retention efforts based on the key strategies including employee compensation, supportive working conditions, availability of high quality substitute pool, availability of professional learning, and opportunities for staff recognition.

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	learning for the adults working in and supporting outside of the classrooms. Both certificated and classified staff participate in dedicated professional learning. Teachers engage in structured collaboration and training every Wednesday through an extended workday. Site and district administrators meet for monthly professional learning. New administrators receive on-going coaching. All staff participate in role-specific professional learning days across the school year, beginning in August and continuing throughout the school year. Support staff learn strategies to increase student safety and engagement. Without student ready to learn in classrooms during instruction, gains will be limited. Further work around building a coherent school system that prioritizes service to schools and fiscal stability hinges on training and retaining staff that provide high quality services that ultimately positively impact student outcomes. VCUSD's long-term investments in professional development are yielding varied student outcome results across school sites due to staffing and experience of staff. The District is committed to recruiting, hiring and retaining well-trained staff, particularly classroom staff. This has been an on-going challenge and continues to be a top priority to provide consistency over time for our students. In terms of teacher preparedness to educate VCUSD students, most recent data available	non-instructional staff, which halts learning for students who are already behind. Given all VCUSD schools have a high percentage of low-income students, Supplemental and Concentration funds will be used to provide dedicated building substitutes at all schools. Ongoing Professional Learning and Coaching: Access to job-embedded coaching and professional development enhances instructional quality and promotes staff engagement. Please note: While robust professional learning is a foundational part of our district-wide retention strategy, the actual delivery, materials, and execution of these training programs (such as the Science of Reading initiative) are exclusively funded and detailed in Action 1.7, Action 2.8, and Action 2.11. The Supplemental and Concentration funds allocated within this specific action (Action 2.7) are utilized strictly for the systemic recruitment and financial retention aspects of the workforce, such as targeted compensation, pipeline development, and specialized HR processing. Recognition of Staff and Student Achievements: Celebrating accomplishments builds a culture of appreciation and reinforces a shared sense of purpose. LCAP-funded recognition programs are specifically designed to celebrate and highlight educators who demonstrate excellence in closing achievement gaps as well as supporting positive outcomes for English learners, foster youth, and low-income students. Through implementation of this strategy, VCUSD models what it expects staff to provide students (See also Action 2.6).	HR will also document reasons for resignation and employee verification requests received to track why teachers are leaving and where going. The Professional Learning department will collect data on staff participation and staff satisfaction at professional learning events. The New Teacher Support team will track retention of teachers receiving induction, pre-intern or intern mentoring supports. Departments will provide updates on evolving staff needs in wellness, coaching, and growth to inform decision-making and maintain accountability. Site and district learning walks will occur regularly to observe practices learned during professional development sessions and report out during district leadership team meetings.

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	from the California Department of Education DataQuest system's Teaching Assignment Monitoring Outcomes (TAMO) report shows that VCUSD has a lower percentage of teachers (70.5%) with all education and program requirements met for their credential (known as a "Clear" credential) in comparison to Solano county (78.1%) and Statewide (84.4%). In contrast, VCUSD has a higher percentage of teachers who are not fully prepared including interns completing their credential (2.7%), ineffective teachers who are on a substitute, short-term or variable waiver (12.4%) and those with incomplete credentials (7.5%). Comparing these percentages to Solano county and Statewide, VCUSD's percentage of teachers not fully prepared is double in some of the above categories: Interns - Solano (2.9%) and Statewide (2.0%); Ineffective - Solano (10.9%) and Statewide (5.5%); Incomplete - Solano (4.1%), Statewide (4.8%). Training teachers who have not had the traditional credentialing pathway is a large investment of resources. This investment is one that VCUSD would like to decrease over time by hiring staff that remain in the VCUSD system. Teacher vacancies and the reliance on underprepared teachers (such as interns and those on waivers) disproportionately impact the district's highest-need Title I campuses. In the article, "Low-income Students are More Likely to be in Classrooms with Underqualified Teachers," schools with higher rates of low-income students have more underqualified	Create Pipelines for Classroom Teachers and Hard to Fill Positions: To grow and diversify the educator workforce, VCUSD is investing in the following pipeline programs: Alder Residency Program Solano College Teacher Preparation Pathway Adult School Preparation for Basic Skills Assessments In partnership with Educational Services, Human Resources will develop leadership pathways for internal candidates. These residency programs are intentionally designed to recruit and train educators who are bilingual, culturally competent, and specifically equipped to implement interventions (like the science of reading) for VCUSD's English learners and low-income students. To directly address the staffing vacancies that disproportionately disrupt learning for our unduplicated students, VCUSD Human Resources has expanded its recruitment team with a classified staff position dedicated specifically to the targeted recruitment of hard-to-fill roles. This position is principally directed toward serving our highest-needs populations by focusing on: Exploring innovative recruitment strategies to specifically attract credentialed teachers and staff, particularly Special Education, Bilingual, English Language Development (ELD) specialists, and other hard to fill positions Streamlining the hiring process to ensure vacancies in programs serving our foster youth and English learners are prioritized and filled first;	Additional metrics may be added through collaborative efforts with the district and the bargaining team.

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	teachers. (Hon, Yee, 2022) All VCUSD schools (elementary, TK-8, middle, and high schools) are designated as schoolwide Title I, meaning all VCUSD schools have a high percentage of low-income students. The Learning Policy Institute underscores the urgency of maintaining consistent vested staff as well as the impact of turnover, specifically teachers. Title I schools experience teacher turnover rates 50% higher than non-Title I schools, with experienced educators leaving at rates nearly 80% higher. As the research notes: “High turnover rates reduce achievement for students whose classrooms are directly affected, as well as for other students in the school.” Turnover is not only damaging to student outcomes; it is also expensive. In 2017, the cost to replace a single teacher in an urban district exceeded $20,000 (Carver-Thomas & Darling-Hammond, 2017). Researchers have long settled in the understanding that, "Teaching experience is positively associated with student achievement gains throughout a teacher’s career." In "Does Teaching Experience Increase Teacher Effectiveness? A Review of Research," Kini and Podolsky state, "Teaching experience is positively associated with student achievement gains throughout a teacher’s career." Of the 30 studies reviewed, 28 found that teaching experience has a positive and significant correlation with teacher effectiveness. In 18 of these studies that analyze longitudinal data,	Enhancing communication with specialized candidates to expedite their onboarding, ensuring that our most vulnerable students receive uninterrupted access to the highly trained staff they require to close the achievement gap The district will assess the impact of these strategies through progress on: Staff engagement surveys focused on the four pillars of effective recruitment and retention Attendance at professional development sessions Regular investigating by and reporting to district leadership around evolving staff needs in wellness, coaching, and growth to inform decision-making and maintain accountability Classroom and school campus walkthroughs to observe practices learned during professional development sessions Multiple measures of student outcome data to monitor progress on academic and engagement goals VCUSD believes that through intentional investments in recruitment, retention, and recognition, the district will strengthen its workforce, reduce turnover, and enhance school stability for our low-income, English Learner and foster youth students. Recruiting and retaining well-trained effective staff that create a culture of high expectations and belonging will positively impact academic performance, academic engagement, and conditions and climate across all VCUSD schools. These actions are principally directed toward our unduplicated student groups across all VCUSD	

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	"all 18 studies found a positive and statistically significant relationship between teaching experience and student performance on standardized tests." (Kini and Podolsky, 2017). In a recent analysis of 2024-2025 salaries in comparison to districts in surrounding counties (Solano, Sonoma, Mt. Diablo, West Contra Costs, and Napa), VCUSD generally ranks in the bottom third of the 10-district comparative group. For entry-level positions, VCUSD ranks 8th out of 10 districts, for mid-career salaries, 7th out of 10, and 9th out of 10 for maximum possible compensation. VCUSD's current pay range for teachers is $59,813 at the lowest range to $111,308 at the highest range. For the 2024-2025 school year, Fairfield-Suisun offered $64,302,114,523. West Contra Costa's range was $58,573-$119,395 and Mt. Diablo was $65,422-$120,624. VCUSD classified salaries are also less competitive with the lowest hourly range of $16.91 per hour at VCUSD compared to Fairfield-Suisun at $17.32 per hour, West Contra Costa at $18.80 per hour, and Mt. Diablo's lowest hourly range at $18.79 per hour. Given recent approvals of compensation packages from the above school districts, the gap between VCUSD and neighboring districts has expanded, with increased focus on enhancing benefits. The Mt. Diablo governing board approved a ratified contract in November 2025 which included 100%	campus. By intentionally utilizing funds to reduce staff turnover and strategically retain highly trained educators and support staff, VCUSD ensures that our English learners, foster youth, and low-income students receive the uninterrupted, specialized Tier 1 instruction and stable relationships they require to close persistent achievement gaps. See Also: US Department of Education Letter to Colleagues (December 2021)	

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	employer-paid family medical. West Contra Costa approved a new agreement in January 2026, also providing full medical coverage by 2027. In April 2026, Fairfield-Suisun Unified (FSUSD) approved an increase for teachers during the 2026-2027 school year. In addition to the salary increase, they added a step in their salary schedule to encourage retention. FSUSD also provided a salary increase for Special Education teachers to recruit and retain teachers in this specialized field. Furthermore, of the ten districts studied, all but one nearby other offer some form of post-retirement health and welfare benefits. VCUSD does not offer any post-retirement health and welfare benefits. Using longitudinal data regarding retention from the VCUSD Human Resource department, from 2020 to 2024, the number of teachers in VCUSD classrooms has decreased, from 569 teachers on staff in 2020-2021 to 520 in 2023-2024. While retirements have declined significantly, with 60 in 2021-2022 to 8 in 2023-2024, the number of resignations has increased across those years with 27 in 2021-2022 to 45 in 2023-2024. For classified positions, retirements decreased from 27 in 2021-2022 to 17 in 2023-2024. However, resignations remained relatively consistent with 44 in 2020-2021 and 42 in 2023-2024. A high percentage of staff who resigned from VCUSD indicate they left due to opportunities		

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	for high salaries, avoiding increasing bridge toll costs, and relocation for a better quality of life, according to VCUSD Human Resources exit surveys. As of June 9,2026, 44 teacher resignations have been submitted. Of those 44 resignations, VCUSD has received 26 requests for employee experience verification from outside of VCUSD. Of these 26, 73% of the requests are from one of those nine neighboring school districts within surrounding counties. Without providing stronger salary and benefit packages, VCUSD will have an on-going challenge competing with surrounding districts to recruit the most qualified staff. This will result in classrooms being staffed by an uncredentialed, preliminarily credentialed or substitute teacher. This causes a disruption in learning for students and a potential negative impact on the quality of instruction provided. The role of the classified staff in supporting the work of classroom teachers can not be overstated. Their consistency in building bonds and relationships with students as well as maintaining operational and strategic vision and implementation makes the many classified staff roles invaluable. "... a school's success is also deeply influenced by the dedicated efforts of classified staff - those who work behind the scenes to support students, teachers and the overall school community. From custodians and office clerks to bus drivers,		

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	paraprofessionals and assistant superintendents, these unsung heroes play a critical role in fostering a thriving educational environment." (Weber, 2025). In regards to classified staff, while VCUSD has had more consistency in retaining support staff, challenges in hiring highly qualified staff in positions such as bus drivers, bilingual translators, and specialized instructional assistants continues. VCUSD students, families, and staff consistently express the value of stable, long-serving personnel in maintaining strong relationships and ensuring instructional consistency. For unduplicated students (those most impacted by systemic inequities) staff turnover exacerbates learning gaps. The 2026-2027 LCAP survey asked four questions regarding recruitment and retention: With the statement, "I support using LCAP funds to offer more competitive salaries and benefits to ensure VCUSD can recruit and retain highly skilled teachers and staff, thereby providing stable learning environments for students" 98.1% of Parents/Guardians agreed or strongly agreed, 99.2% of VCUSD agreed or strongly agreed, and 83.7% of students agreed or strongly agreed. With the statement, "Allocating LCAP funds primarily toward ensuring classrooms are staffed with fully credentialed and experienced teachers is a crucial step toward achieving higher student academic growth and closing		

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	achievement gaps," 98.8% of Parents/Guardians agreed or strongly agreed, 98.8% of VCUSD staff agreed or strongly agreed, and 93.7% of students agreed or strongly agreed. With the statement, "I support using LCAP funds to provide ongoing, high-quality professional learning and coaching to staff, focusing on culturally responsive instruction, effective teaching strategies, and student support, which ultimately leads to improved teaching quality for all students," 98.8% of Parents/Guardians agreed or strongly agreed, 88.9% of VCUSD agreed or strongly agreed, and 94.5% of students agreed or strongly agreed. With the statement, "I believe LCAP funds should be specifically targeted toward recruitment initiatives that aim to hire teachers and staff whose demographics reflect the diversity of our student body," 92.2% of Parents/Guardians agreed or strongly agreed, 84.8% of VCUSD agreed or strongly agreed, and 91% of students agreed or strongly agreed. See Also: Carver-Thomas, D. & Darling-Hammond,L (2017). Teacher turnover: Why it matters and what we can do about it. Palo Alto, CA: Learning Policy Institute. Retrieved May 6, 2026. https://learningpolicyinstitute.org/sites/default/files/product-		

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	files/Teacher_Turnover_REPORT.pdf Hon, J. & Yee, E. (2022) Low-income Students are More Likely to be in Classrooms with Underqualified Teachers. Cal Matters. Retrieved June 11,2026. https://calmatters.org/education/2022/07/teacher-credentials-california Kini, T. & Podolsky, A .(2016) Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research. Palo Alto, CA: Learning Policy Institute. Retrieved June 11, 2026. https://learningpolicyinstitute.org/product/brief-does-teaching-experience-increase-teacher-effectiveness-review-research Weber, V (2025). The essential role of classified staff in student success. ACSA Ed Cal. Retrieved June 2, 2026. https://edcal.acsa.org/the-essential-role-of-classified-staff-in-student-success **Scope:** LEA-wide		
2.8	**Action:** New Teacher Supports (formerly Teacher Induction Program and Mentoring) **Need:** As a follow-up to Action 2.6, VCUSD is recruiting teachers through a variety of pathways to ensure classrooms have a qualified teacher. Given the number of teacher	VCUSD will provide a state-approved teacher induction program including instructional courses and new teacher support at no cost to teacher participants. This program will be coordinated by a certificated administrator under the leadership of the Director of Professional Learning. A teacher leader and team of expert mentors (typically retired VCUSD staff) will provide instruction and mentoring to eligible candidates for a two-year	1.4, 2.2, 2.7 Implementation metrics include ensuring that all candidates have a dedicated mentor. Progress on effectiveness will be measured through the induction and

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	candidates through the traditional pathway is decreasing, VCUSD has to create systems of support to retain staff. As mentioned in Action 2.6, schools with low-income, English learner and foster youth students are often more likely to have more vacancies and less qualified staff. This impacts academic, behavioral and attendance outcomes. **Scope:** LEA-wide	period. In addition to the induction program, this action will provide supports to pre-intern and intern teachers. Experienced mentors, preferably teachers working at the pre-intern or intern's assigned school site, will provide regular check-ins, set goals and actions, and support with daily questions. VCUSD expects with these support structures, new teachers will continue to progress to fully credentialed teachers that remain at VCUSD. Retaining quality staff will have a positive outcome on our low-income, English Learners and foster youth. These actions will be provided on an LEA-wide basis to maximize their impact on all students.	mentorship monitoring tools. The team will track the number of teachers who have participated in VCUSD New Teacher Supports and remain with VCUSD.
2.9	**Action:** Facilities Improvements **Need:** According to DataQuest, in 2024-2025, chronic absenteeism for all students was at 36.1%. This is an improvement of 1.9% from 2023-2024. The rate for English Learners at 34%, Foster Youth at 32.1% and Low Income students at 38.6%. VCUSD continues to lag in average daily attendance in comparison to the county and the state. VCUSD continued to lag behind the county and state average daily attendance. VCUSD had 17.5 days of absence in comparison to 13.2 (Solano County) and 12.4 (State). In looking more closely at these numbers, low-income had a higher number of absences (17.7) than overall students. Understanding student and family priorities	Many of our low-income students reside in neighborhoods lacking safe, accessible community parks or after-school enrichment facilities. To address this inequity, VCUSD is upgrading targeted athletic areas, VAPA spaces, and shared learning environments at our highest-needs Title I schools. This ensures our low-income and foster youth have safe, high-quality, extended-learning spaces to participate in school-connected extracurriculars, which our local data shows directly decreases chronic absenteeism for these specific groups. VCUSD has also allocated funds for services and staffing to ensure these spaces are maintained. Arizona State University Center for Problem-Oriented Policing states that repairing any damage quickly and improving the appearance of school groups is effective in reducing the risk of	1.4, 2.2, 1.15 VCUSD will seek feedback from families and students regarding the facilities upgrades. VCUSD will also track the change of student participation in activities utilizing these facility upgrades and utilize the participation list to monitor student progress on attendance and academics.

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	around coming to school everyday is essential to improving this number. Providing safe, supportive and engaging learning environments impacts how students feel about coming to school. Educational partner feedback stresses the importance of creating spaces and programs to enhance student learning and encourage students to attend school every day. Staff, student and parent/community feedback includes suggestions for making sure schools are welcoming and always ready for students to come, learn and expand their world. In the article "Accelerating Learning as We Build Back Better" Linda Darling Hammond outlines the importance of "reinvention" following the pandemic to accelerate students' engagement and connection to school. This includes providing spaces for students to, "engage in outdoor play and exercise, expressive arts, and collaborative activities that support brain development and learning." Ensuring facilities are in good repair for safe participation are fundamental to providing engagement and enrichment activities (Darling-Hammond, 2021) . Facilities in good repair are the foundation for such enrichment opportunities. Safe, well-maintained spaces not only support academic learning but also promote physical and emotional well-being—essential components of student development.	vandalism and break-ins. It is referred to as "occupation proxy" where a well kept environment gives the impression the school is under surveillance. These funds will be utilized to provide services and resources needed as part of the transition of the 2026 school closure and consolidation work. VCUSD expects that this action will lead to not only increased attendance for VCUSD unduplicated students, but also improved outcomes on performance on CAASPP and graduation rates, that will increase significantly more than for all students. However, because we expect that all students will benefit, this action is being provided on a LEA-wide basis. See also: ASU Center for Problem-Oriented Policing. School Vandalism and Break-Ins. Guide No. 35 (2005). Retrieved May 2,2026. https://popcenter.asu.edu/content/school-vandalism-break-ins-0	

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	Research supports the direct link between school facility quality and student outcomes. A 2017 study on LAUSD schools found that moving students out of deteriorating buildings and into modernized facilities resulted in increased standardized test scores and improvements in broader indicators of educational quality (Lafortune & Schönholzer, 2017). Additionally, according to School Building Condition, Social Climate, Student Attendance, and Academic Achievement by Maxwell (2016), students in deteriorating schools are more likely to feel disengaged, report lower self-esteem, and demonstrate higher rates of disciplinary incidents. Furthermore, external factors outside of the students and schools' controls cause a negative impact on the emotional well-being of students and staff. Incidents tracked through the VCUSD Operations Department indicate that VCUSD has spent over $5,000,000 to address issues of vandalism and theft to VCUSD schools. In 2025-2026, VCUSD had over eight incidents of vandalism that resulted in monetary costs. Specifically, the copper theft at Solano Widenmann Leadership Academy (SWLA) at the beginning of 2025 resulted in loss of in-person instruction and disrupted SWLA students and families for almost two weeks. These findings underscore what our communities and staff already know: students		

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	thrive in environments that are safe, clean, and purposefully designed for learning. As VCUSD looks to the future, investing in facilities is not only a matter of infrastructure—it is a critical equity strategy that impacts how students feel, behave, and perform at school. Darling-Hammond, L. (2021) Accelerating Learning as We Build Back Better. Forbes. Retrieved May 2, 2026. https://www.forbes.com/sites/lindadarlinghammond/2021/04/05/accelerating-learning-as-we-build-back-better Maxwell, L. E. (2016). School building condition, social climate, student attendance and academic achievement: A mediation model. Journal of Environmental Psychology, 46, 206–216. Retrieved May 2, 2026. https://doi.org/10.1016/j.jenvp.2016.06.004 **Scope:** LEA-wide		
2.10	**Action:** Enhanced Transportation Services **Need:** As mentioned in prior actions, per DataQuest, chronic absenteeism for all students was at 36.1%. This is an improvement of 1.9% from 2023-2024. The rate for English Learners at 34%, Foster Youth at 32.1% and Low Income students at 38.6%. Staff working closely with families of students with chronic attendance	While all students benefit from extracurricular activities, low-income families and foster youth are disproportionately impacted by lack of access to reliable personal transportation. By providing dedicated district transportation for these activities, we are removing the primary barrier that prevents these specific student groups from participating in school-connected enrichment, thereby increasing their academic engagement and attendance.	2.2, 2.3 VCUSD will monitor attendance for overflow students and those impacted by the closures and consolidation through the Student Analytics lab.

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	issues cited barriers with transportation as a reason for inconsistency in attendance. With on-going school closure and consolidation efforts, educational partners emphasized the need for additional transportation support in order for students to safely attend school and participate in extracurricular activities. The VCUSD Transportation plan provides transportation supports and steps to apply for services. Upon comparing the structures within the plan and the needs identified, VCUSD sees the need for additional support to students who are required to attend school outside of their home boundaries as an overflow student as well as enhanced services to ensure our students are able to participate in extracurricular activities. **Scope:** LEA-wide	Through this action, VCUSD will provide additional transportation services explicitly designed to support our most vulnerable students who are impacted by school boundary changes. Because low-income families often rely on the walkability of neighborhood schools and lack the flexible resources or vehicles to accommodate a longer commute, dedicated transportation ensures our unduplicated students do not suffer from increased tardiness or chronic absenteeism due to district consolidation. Furthermore, to effectively manage these expanded opportunities, the additional staff person provided by these funds will be specifically dedicated to coordinating and overseeing these supplemental, high-needs routes—including the complex, specialized extracurricular and overflow transportation required to keep our foster youth and low-income students engaged.	
2.11	**Action:** Professional Learning: Effective Learning Environments **Need:** Based on performance on the 2025 California Dashboard, VCUSD either maintained or declined on Academic Engagement (Suspension Rate) and Conditions & Climate (Chronic Absenteeism) indicators. TVarying by school site, VCUSD English learner, foster	VCUSD will maintain days on the work calendar dedicated to full-day professional learning days for all VCUSD classified and certificated staff throughout the 2025-2026 school year. VCUSD will also provide on-going job-specific professional learning during minimum days, staff meetings, individual coaching sessions, and other scheduled times. VCUSD expects the intentional focus with consistent language and strategies around building	2.2, 2.7, 2.11, 2.12 VCUSD will monitor progress throughout the year during monthly District Leadership Team meetings.

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	youth and low-income students are included as specific student groups who have not shown growth in this area. Educational partner input recommends that all VCUSD continue on-going training focused on building strong positive school and district climates, implementing strategies outlined in the VCUSD SEL Priorities and VCUSD PBIS: Response to Behavior handbook, and fulfilling the service to school model developed in collaboration with Solano County Office of Education (SCOE) and California Collaborative for Excellence in Education (CCEE). **Scope:** LEA-wide	positive school and district culture will decrease suspensions for our unduplicated students at a faster rate than for students overall. Given the action is provided district-wide, all student groups will benefit.	
3.1	**Action:** Multi-Tiered Systems of Support (MTSS) for Academics (LREBG Action) **Need:** As stated in Action 1.1, the 2025 CAASPP English Language Arts (ELA) assessment results, 23.04% of VCUSD low income students met or exceeded standards in ELA while 41.13% of students who are not low income met or exceeded standards in ELA. 6.78% of English Learner students met or exceed standards in ELA while 27.95% of students who are English Only met or exceeded standards in ELA. 14.28% of our foster youth met or exceed standards in ELA	VCUSD has implemented the VCUSD MTSS Framework for Academics from the district to the site level. The Educational Services team, with facilitation from the Directors of Elementary and Secondary, work with each school site throughout the school year to review, refine and establish dedicated supports in response to the school site's student groups most in need. Supplemental diagnostic assessments have been utilized to best understand the areas for student growth. 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. School sites will utilize additional teaching periods, supplemental positions, retired teachers, and contract services to increase efficiency during the	1.4, 1.15 In addition to performance on annual state assessments and district benchmark assessments (NWEA Map) in English Language Arts and Mathematics, 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

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	in comparison to 25.84% of VCUSD students who are not foster youth met or exceeded standards in ELA. For Mathematics, on the 2025 CAASPP Mathematics assessment, 16.68% of VCUSD low income students performed at or exceeded standards compared to 30.23% of students who are not low income. 7.87% of English Learner students met or exceeded standards in math, whereas English Only had 19.58% of students who met or exceeded standards. No foster youth met or exceeded standards while 18.81% overall of VCUSD students met or exceeded standards in math. VCUSD student groups, district and site specific as well as schools that performed in the lowest area of the 2023 California Dashboard in ELA, Mathematics, and/or Graduation Rate (identified in the "Reflections" section of this plan) will be monitored through 2027. Schools and Student Groups to watch throughout the 2024-2027 LCAP Cycle based on 2023 CA Dashboard - 2023 Specific Sites with lowest performance or "red" level - Federal Terrace (ELA), Highland (Math), Lincoln (ELA, Math), Pennycook (ELA, Math), and Vallejo High (Graduation Rate). 2025 Dashboard Updates on above Specific Sites - All specific sites identified in 2023, made progress on indicators that were the lowest performance or "red" level. As a TK-2	day and extending the school day for high-dosage tutoring, credit recovery options, and short term targeted skill work. Research demonstrates that implementing a robust Multi-Tiered System of Supports (MTSS) that includes high-dosage tutoring significantly accelerates learning for students who have fallen behind. According to the Annenberg Institute at Brown University, high-dosage tutoring, defined as more than three days per week or at least 50 hours over 36 weeks, is one of the most effective educational interventions for closing achievement gaps, particularly for low-income students. By utilizing LREBG funds for these targeted academic supports, VCUSD ensures evidence-based interventions are directly serving our most vulnerable populations. With a systematic intentional approach, VCUSD expects that low-income, English learner, foster youth and identified specific groups will see improved outcomes in academics, leading to grade level mastery and eventually, high school graduation. Source: Jackson, D. (2021). Leveraging MTSS to Ensure Equitable Outcomes. Center on Multi-tiered Systems of Support. Retrieved April 24, 2026. https://mtss4success.org/sites/default/files/2021-07/MTSS_Equity_Brief.pdf	target next steps on a quarterly basis.

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	school in 2024-2025, Lincoln was not measured in ELA or Math. 2023 Student Groups across the VCUSD with the lowest performance or "red" level - English Learners (ELA, Graduation Rate), Homeless (Math), and Students with Disabilities (Graduation Rate). 2025 Dashboard Updates on above Student Groups - These student groups have maintained their status according to the 2025 Dashboard: 2023 Student Groups within a School that received the lowest performance or "red" level - Federal Terrace: African American (ELA, Math), English Learner (ELA), Hispanic (ELA) Highland: English Learner (ELA, Math), Hispanic (ELA, Math) and Socioeconomically Disadvantaged (Math) Hogan: English Learner (ELA, Math), White (Math) Jesse Bethel: African American (Math), Students with Disabilities (Graduation Rate) Lincoln: Socioeconomically Disadvantaged (ELA, Math) Loma Vista: English Learner (ELA, Math), Hispanic (ELA, Math), Socioeconomically Disadvantaged (ELA) Mare Island: African American (ELA), English Learner (ELA, Math), Hispanic (ELA, Math), Socioeconomically Disadvantaged (ELA, Math), Students with Disabilities (Math)		

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	Patterson: English Learner (ELA, Math), Hispanic (ELA, Math) Pennycook: African American (ELA, Math), Hispanic (ELA), Socioeconomically Disadvantaged (ELA), Students with Disabilities (ELA) Steffan Manor: African American (Math), English Learner, Hispanic, and Socioeconomically Disadvantaged (ELA) Vallejo High: English Learner (Math, Graduation Rate), African American, Hispanic, and Socioeconomically Disadvantaged (Graduation Rate) 2025 Dashboard Updates on above Student Groups within a School - Federal Terrace, Patterson, and Steffan Manor improved across all student groups identified in 2023. Highland improved across all student groups except for English Learners in Math that were identified in 2023. Hogan made improvements for English Learners while White and English Learner student groups maintained at the “red” level. Jesse Bethel’s African American student group progressed in Math. Students with Disabilities continue to maintain at the “red” level. As a TK-2 school in 2024-2025, Lincoln was not measured in ELA or Math. Pennycook made progress for all student groups identified except for the African American student group in both ELA and Math.		

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	Vallejo High student groups made progress in Math. English Learners and Hispanic students continue to maintain at the “red” level. Educational partners have noted the need for additional tutoring, expanded learning options and additional support in the classroom. VCUSD has a need both at the district level and the site level to respond to students when they are not yet able to demonstrate mastery of grade level skills and standards in order to see improved outcomes at every grade level. **Scope:** LEA-wide		
3.5	**Action:** Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning **Need:** As indicated in Actions 2.1 and 2.2, VCUSD measured progress on positive school culture and climate using the Suspension Rate (Conditions and Climate) and Chronic Absenteeism (Academic Engagement) indicators. While VCUSD maintained an “orange” rating for the Suspension Rate indicator on the 2025 California Dashboard, with 6% of VCUSD students suspended at least one day, the Chronic Absenteeism indicator declined 2.7% from 2024, moving from “yellow” to “orange” in 2025. Several schools and student groups saw decline in	This action addresses the implementation of a school site's preventive, data-based framework for improving the academic, social, and behavior outcomes for all students as aligned to the VCUSD MTSS Framework. VCUSD will provide funds for school sites to invest in resources that address academic, behavioral or socioemotional needs based on current data, educational partner engagement and district collaboration. Sites will include these strategies in the 2026-2027 School Plan for Achievement (SPSA). Action plans tied to these funds will include specific, measurable, achievable, relevant, timebound goals and related action steps to measure students’ progress in being more successful at school. As noted by Dia Jackson in Leveraging MTSS to	1.4, 1.15, 2.7, 2.10 In addition to LCAP Annual Measurable Outcomes, SPSA-related data and evaluation will be used to inform this action.

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	progress towards improving suspension rates and chronic absenteeism. VCUSD went from two schools 2024 California Dashboard at the lowest level, "red" to four schools at the “red” rating for the Suspension Rate indicator in 2025. In 2024, VCUSD had no schools at the “red” level for Chronic Absenteeism, but in 2025, five VCUSD schools were “red” for Chronic Absenteeism. VCUSD went from one student group within the LEA receiving a “red” level on the Suspension Rate indicator on the 2024 California Dashboard to six student groups in “red” in 2025. Furthermore, VCUSD went from one student group within the LEA receiving a “red” level on the Chronic Absenteeism indicator on the 2024 California Dashboard to four student groups in “red” in 2025. Schools and Student Groups to watch throughout the 2024-2027 LCAP Cycle based on 2023 CA Dashboard - Student groups within the following schools had the lowest performance level in either Chronic Absenteeism or Suspension Rate on the 2023 California Dashboard: Annie Pennycook - Filipino (Chronic Absenteeism), Students with Disabilities (Chronic Absenteeism), Two or More Races (Chronic Absenteeism), White (Chronic Absenteeism); Cave- White (Chronic Absenteeism); Dan Mini - Filipino (Chronic Absenteeism), African American (Suspension), Socioeconomically Disadvantaged	Ensure Equitable Outcomes, "MTSS is a prime opportunity for schools to intentionally create a system that eliminates barriers and produces positive outcomes (2021). Through this systematic, data-driven approach, VCUSD expects this action to have a greater impact on outcomes for low-income, foster youth and English learner students than overall students because plans will be individualized. While the services are directed to our unduplicated, they will be provided district-wide. Jackson, D. 2021.Leveraging MTSS to Ensure Equitable Outcomes. Center on Multi-tiered Systems of Support. Retrieved April 24, 2026. https://mtss4success.org/sites/default/files/2021-07/MTSS_Equity_Brief.pdf	

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	(Suspension); Glen Cove - English Learners (Chronic Absenteeism), White (Chronic Absenteeism), Highland - African American (Suspension), Socioeconomically Disadvantaged (Suspension); Hogan Middle School- African American (Suspension), English Learners (Chronic Absenteeism and Suspension), Filipino (Chronic Absenteeism), Hispanic (Chronic Absenteeism and Suspension), Socioeconomically Disadvantaged (Chronic Absenteeism), Students with Disabilities (Suspension),White (Suspension); Jesse Bethel - African American, English Learner, Hispanic, Socioeconomically Disadvantaged, Two or More Races, and White student groups (Suspension), John Finney- African American and Socioeconomically Disadvantaged (Suspension); Johnston Cooper- African American (Suspension); Joseph Wardlaw - Socioeconomically Disadvantaged and Students with Disabilities (Suspension); Lincoln - African American and Socioeconomically Disadvantaged (Suspension); Solano Widenmann - African American, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities (Suspension); Vallejo High - Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and Two or More Races (Suspension). 2025 College and Career Dashboard Updates for the Suspension and Chronic Absenteeism indicators:		

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	Suspension Rate - Five schools (Cave, Dan Mini, Hogan, Jesse Bethel, John Finney and Lincoln) moved all student groups out of the "red" indicator. Eight schools maintained or had additional student groups in the "red" for Suspension Rate per the 2025 CA Dashboard. Chronic Absenteeism - Three schools (Annie Pennycook, Cave and Dan Mini) moved all student groups out of "red" for Chronic Absenteeism. Nine schools either maintained or had additional student groups in the "red" for Chronic Absenteeism per the 2025 CA Dashboard. Educational partners have identified the need for additional supports for students that are as individualized as possible to address the issues or barriers that are preventing students **Scope:** LEA-wide		
3.6	**Action:** Targeted Supports for Behavior (LREBG Action) **Need:** Similar to the identified need in Action 3.5, VCUSD recognizes that sites with high suspension rates (overall or for specific student groups) need to utilize their MTSS framework to consider what interventions are currently showing progress and what interventions need to be changed or added.	The action is directed at supporting the needs of VCUSD unduplicated students, prioritizing those who also have IEPs as well as students who are in need of additional interventions. Educational Services leadership will collaborate with general education and Special Educations teams to identify areas where a system of support is needed for students. District administrators will ensure teachers and students have tools to be successful in the classroom. Interventions will be provided to allow students to remain in class while addressing root causes for behavior that otherwise may lead a	2.7 VCUSD will seek input from families and students to understand the root causes for some of the issues that have caused discipline incidents to increase. Following the implementation of interventions, VCUSD will seek out feedback from

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	According to the 2023 California Dashboard, five student groups (African American, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups had the lowest performance level on the Suspension Rate indicator. In 2025 Socioeconomically Disadvantaged and White student groups progressed while the other student groups maintained at the red level. **Scope:** LEA-wide	student to be referred for Special Education services. Supports include training and coaching for staff, mentors for students, and outside vendor services to improve school site and classroom response to student behavior. Research demonstrates that trauma-informed care and proactive behavioral MTSS frameworks are critical for reducing exclusionary discipline and increasing academic time on task. According to the Center on Positive Behavioral Interventions and Supports (PBIS), schools that implement targeted, tier-2 and tier-3 behavioral and mental health supports see significant reductions in disciplinary referrals and suspensions. By utilizing LREBG funds to provide these targeted behavioral and mental health professionals, VCUSD actively addresses the root causes of student dysregulation, fostering the safe and supportive environment necessary for our foster youth, English learners, and low-income students to engage academically. Source: Mental Health Services Oversight & Accountability Commission (October, 2020). Every Young Heart and Mind: Schools as Centers of Wellness. Retrieved April 24, 2026 from https://mhsoac.ca.gov/wp-content/uploads/schools_as_centers_of_wellness_final-2.pdf	families and students to see if they felt the intervention made a positive difference. VCUSD will also monitor the progress of action plans developed as part of the training, coaching and mentoring process.
3.7	**Action:** Targeted Supports for Mental Health and Trauma Informed Care (LREBG Action) **Need:**	VCUSD will provide psychologist and/or social worker services through staffed positions and contract services to provide schools with additional counseling support based on the MTSS framework. Services will be prioritized based on urgency of circumstances. The team will develop a	2.11, 2.12 VCUSD will track emergency incidents and number of student contacts per each social

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	Based on the 2023 Dashboard (see Action 2.1), VCUSD had nine schools where the Conditions and Climate indicator (Suspension Rate) was at the lowest level, "red": Dan Mini, Federal Terrace, Highland, Hogan, Jesse Bethel, John Finney, Lincoln, Mare Island, Pennycook, Solano Widenmann and Vallejo High. While all but two schools identified in the 2023 California Dashboard, two other schools declined to the lowest level, "red" in the 2025 California Dashboard. Long-term English Learners and foster youth students are included as two of the target groups specifically and within other student groups. Educational partner feedback across all groups strongly recommends additional and enhanced supports to assist students in addressing problems that could benefit the school climate and culture. Additional interventions to respond to higher tiered or trauma-related situations are needed in specific circumstances. **Scope:** LEA-wide	tiered system of support so emergencies can be addressed and at the same time, planned services remain consistent for schools. Research demonstrates that trauma-informed care and proactive behavioral MTSS frameworks are critical for reducing exclusionary discipline and increasing academic time on task. According to the Center on Positive Behavioral Interventions and Supports (PBIS), schools that implement targeted, tier-2 and tier-3 behavioral and mental health supports see significant reductions in disciplinary referrals and suspensions. By utilizing LREBG funds to provide these targeted behavioral and mental health professionals, VCUSD actively addresses the root causes of student dysregulation, fostering the safe and supportive environment necessary for our foster youth, English learners, and low-income students to engage academically. Source: Mental Health Services Oversight & Accountability Commission (October, 2020). Every Young Heart and Mind: Schools as Centers of Wellness. Retrieved April 24, 2026 from https://mhsoac.ca.gov/wp-content/uploads/schools_as_centers_of_wellness_final-2.pdf	worker/counselor and/or psychologist.
3.8	**Action:** Wraparound Supports for Chronically Absent Students **Need:** According to the 2025 California Dashboard, VCUSD declined on the Chronic Absenteeism indicator moving from "yellow" down to	Under the direction of the District and Site leadership, a team of support staff at each site (CARE team) meet weekly to review students progress in academics, attendance and behavior. Students who have attendance issues will be monitored at the school site level and referred as necessary for a Student Study Team meeting (SST).	2.2, 2.3 VCUSD will utilize measures during the school year including Liaison case management progress and periodic

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	"organge." VCUSD did see a slight improvement from 35.8% in 2024 to 33.1% in 2025. VCUSD low-income students have an attendance rate of 90.30%. With a current overall attendance rate of 91.02% and chronic absenteeism at 28.2% (end of Quarter 3 2026), VCUSD has to continue to implement a system to better understand why students are not attending school and develop actions to address these identified needs. **Scope:** LEA-wide	Child Welfare Attendance (CWA) liaisons will have a caseload of students at each site who the CARE team has identified need additional support. The CWA liaisons will work directly with identified students and families to improve student attendance and connect families to other resources. The team will have targeted caseloads throughout the year depending on the data and the trends for that time of year. CWA liaisons meet weekly with either the Elementary or Secondary Director to analyze trends, collaborate on resources and determine alternate means for support. This action is directed to impact the chronic absentee rates for VCUSD low-income, foster youth and English Learners. The action is LEA-wide to support students across the district.	measurement of district attendance initiatives.
3.9	**Action:** Positive Youth Justice Initiative **Need:** Crossover youth are a group of VCUSD students who are involved in both the child welfare and the justice systems. Often these students have a high level of need and require specialized case management. **Scope:** LEA-wide	The VCUSD Positive Youth Justice Liaison is assigned to support crossover youth when they return to the comprehensive or continuation schools. The Liaison is responsible for scheduling consistent check-ins with students, provides academic planning and goal-setting, supports the student at conferences and connects the student to external community resources. This action is very focused on the needs of the specific group of students.	1.4, 2.3, 2.7 Implementation metrics include caseload for the school year, evidence of academic planning and improvement in student outcomes.

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3.10	**Action:** Supports for Unhoused Students and Families **Need:** As a result of training for staff, VCUSD continues to improve in identifying students (and families) that qualify as McKinney Vento. As of the end of Quarter 3, 2026, VCUSD has 561 McKinney Vento youth enrolled across VCUSD schools. Based on Data Quest for 2025-2026, for the Homeless student group is 44.7% which is 16.2% greater than the overall student chronic absenteeism at 28.5%. Homeless (McKinney Vento) students are also a specific student group that had a level of red on the 2023 California Dashboard in the area of Math. In 2025, ELA, Math, Chronic Absenteeism as well as Suspensions moved down to or maintained at "red." To respond to this downward trend in dashboard indicators, VCUSD needs to enhance services for McKinney Vento students. **Scope:** LEA-wide	VCUSD has hired a certificated counselor to support identification of and resource connections to services and supports. The McKinney Vento Liaison has implemented required annual training for all site staff to better understand current laws, district procedures for identification of VCUSD McKinney Vento youth and the variety of needs as well as resources available to support those needs. The McKinney Vento Liaison developed and presented a process for site-based support of McKinney Vento youth to Academic Support Providers (ASPs). The ASPs are at all school sites to ensure students have basic needs to connect with families to identify other means of assistance that VCUSD can provide. In 2026-2027, the McKinney Vento Liaison will continue to do empathy interviews, focus groups, track McKinney Vento student progress and provide interventions in collaboration with school sites. This resource is an intervention service intended to support low-income, English learner and foster youth students but it is provided LEA wide to maximize the action (and resources).	1.4, 1.5, 2.2 Other metrics include identification of students, case management logs as well as supports requested and provided.
3.11	**Action:** Expecting and Parenting Student Support Program **Need:**	The Expecting and Parenting Student Support program provides staff who offer childcare during the school day as well as mentoring and parenting training and assistance. The program is open to all students but is housed on the John Finney Campus. This program is intended to support low	1.15 VCUSD will monitor participating student progress on outcomes

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	Students who become pregnant while in school often do not have access to resources that allow them to continue with their education throughout and beyond the pregnancy. **Scope:** LEA-wide	income students who do not have the resources to go to school and take care of their child. It is open and available LEA-wide to maximize the resource.	(academics, behavior and attendance)
3.12	**Action:** Dispute and Resolution Success Liaison **Need:** Given the continued focus on academic engagement, conditions and climate as identified by the 2024 California Dashboard, assisting parents with concerns related to not only behavioral but also attendance and academics student matters and building positive partnerships is essential to improving student outcomes. **Scope:** LEA-wide	To address parent concerns, connect parents with their child's school, and resolve situations at the lowest level possible, VCUSD will provide a designated staff person to collaborate with families and site staff to resolve issues in order to restore and/or rebuild collaborative relationships between families and schools. This action is directed at providing multiple levels of support for families of low-income, English learner and foster youth students. The action is LEA-wide to maximize the resources.	2.2, 4.1
4.1	**Action:** Parent/Family Engagement and Education **Need:** According to the 2025-2026 LCAP survey 90.4% 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. While the majority of survey participants agree or strongly agree	VCUSD will provide engagement activities, district resources (ex. ParentSquare, student enrollment, Aeries parent portal) and training on topics of high interest.	4.2 Implementation of site engagement activities by school site leadership will inform this action.

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	that they are provided ways to be involved in their child's education, VCUSD continues to find ways to ensure more families participate in the LCAP survey. This trend continued with 94% of sites providing activities beyond required activities. At VCUSD schools, 44% SSC meetings met quorum which exceeds the target for Year 3 and is an increase from 2024-2025. School sites also met the Year 3 target and almost doubled their ELAC meetings with 67% occurring in 2025-2026 compared to 34.21% in 2024-2025. **Scope:** LEA-wide		
4.2	**Action:** Non-English Speaking Parent/Guardian Support **Need:** School sites also met the Year 3 target and almost doubled their ELAC meetings with 67% occurring in 2025-2026 compared to 34.21% in 2024-2025. Interpretation was provided at over 100 district and site events. **Scope:** LEA-wide	While the district provides general engagement opportunities for all families, families of English Learners face significant linguistic barriers that prevent equitable access to school information, student progress updates, and district governance (such as ELAC). By utilizing funds to provide dedicated interpretation staff, translation services, and specialized communication tools across all sites, this action is principally directed toward our English Learner families. Removing these linguistic barriers provides a uniquely improved service that empowers non-English speaking parents to actively and meaningfully participate in their child's education. The action is LEA-wide to maximize the resource.	4.5 Spanish speaking family participation at site/district engagement activities and formative monitoring of Bilingual Community Liaison actions will inform this action.

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4.3	**Action:** Parent and Community Volunteer Support **Need:** 90.4% 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. **Scope:** LEA-wide	This resource provides parents with a no-cost option for fingerprinting that is required for parents to volunteer in VCUSD classrooms or chaperone on VCUSD events. This action is LEA-wide to maximize access to our low income, foster youth and English learner families.	4.1, 4.3 Other related measure for implementation monitoring will be the number of new and renewing volunteers at each school site impacted by finger printing service.
4.4	**Action:** Parent Education Opportunities **Need:** 91.02% was the Average Daily Attendance in Quarter 3 of the 2025-2026 school year. 28.2% of students were reported chronically absent in Quarter 3 of the 2025-2026 school year. 1.68% of Middle School students and 20.7% of High School students dropped out of school in the 2024-2025 school year. This is an increase for middle school students and a decrease for high school students from the prior year. 90.4% 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.	VCUSD will continue its partnership with parent education groups such as Parent Quality Investment in Education (PIQE) and Parent Leadership Training Institute (PLTI) to enhance offerings provided by community partners. Topics include strategies to help students with their school work, ways to practice social emotional learning tools at home, understanding what is being taught in today's classrooms, resources to prepare students for college, and options for students after high school. In partnership with the Vallejo Adult Education program, ESL classes will continue based on staffing and parent interest. These classes are intended to support families of low income, foster youth and English Learners. They will be offered LEA wide.	2.2, 2.3, 2.4, 2.5

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	Scope: LEA-wide		
4.5	**Action:** VCUSD Parent Networks **Need:** From reporting Year 2024-2025, 17.15% of the Black or African American student group Met/Exceeded in CAASPP ELA , 13.05% of the Black or African American Student Group Met/Exceeded Standards CAASPP Math and 11.33% of the Black or African American Student Group Met/Exceeded Standards CAASPP Science. From reporting Year 2024-2025, 22.60% of the Hispanic or LatinX student group Met/Exceeded in CAASPP ELA , 15.74% of the Hispanic or LatinX Student Group Met/Exceeded Standards CAASPP Math and 12.19% of the Hispanic or LatinX Student Group Met/Exceeded Standards CAASPP Science. **Scope:** LEA-wide	Parent Networks will provide opportunities for parents to connect with other parents to learn more about ways to help their students and connect with resources and enrichment options designed to build students self-confidence. Each parent network will develop a program plan for 2025-2026 that includes parent engagement opportunities and activities that connect home and school communities. These activities are geared toward low income students and parents but are open to all.	1.4, 1.6
4.6	**Action:** Parent and Community Communication Systems	While basic district communication is provided to all families, our English learners, foster youth, and low-income families often face significant linguistic and systemic barriers that prevent them from accessing vital school information and participating	4.1, 4.3

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	Need: 90.4% 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. 94% of sites provided activities beyond required activities 100% parents responding "yes" to: “As a means of improving services and results for your child did the school facilitate parent involvement”? **Scope:** LEA-wide	in their child's education. To address this, VCUSD is utilizing funds to provide an enhanced, targeted communication system. This includes ensuring that district platforms, websites, and weekly messaging are professionally translated and accessible, as well as utilizing proactive communication tools specifically designed to reach our most marginalized families. By removing these communication barriers, we provide an improved service that directly increases the engagement, awareness, and school connectedness of our unduplicated families.	
4.7	**Action:** Family Support Center (formerly Community Schools) **Need:** According to enrollment data from the Educational Services Team and the number of students who have registered, are required to be assessed with the Initial ELPAC but are not attending school, new VCUSD families need additional access to resources including health clinics to receive immunizations as well as other resources that prevent students from attending school right away and every day. **Scope:**	VCUSD will provide enhanced resources to California Community School Partnership Programs that assess needs of the school community and connect resources to those schools. This action also provides additional health clinic staff to expand opportunities for families to schedule appointments at the VCUSD Health Clinic and receive the immunizations for students needed to be enrolled in school. This resource is focused on improving options for low income, English learner and foster youth students to start school as soon as possible but is provided LEA-wide.	2.2, 2.3

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	LEA-wide		

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
1.3	**Action:** Services for Multilingual Learners (ML) **Need:** The 2024 California Dashboard indicates that 39.3% of VCUSD English Learners are making progress towards English proficiency. According to DataQuest, 8.65% of VCUSD English Learners were proficient on the 2025 Summative ELPAC, a 1.5% improvement. Further analysis of the data indicates that while some improvements were made, students had the most difficulty with the Reading domain of the test with 4.81% scoring at the Well developed level. Writing was the second most challenging domain with 5.85% of students scoring at the Well Developed area. In 2025, the English Learner student group improved across all indicators with no indicators at the "red" or lowest level on the 2025 California Dashboard.	To address the range of needs of the VCUSD Multilingual Learners, the district will implement several activities. VCUSD began to revise the VCUSD EL Master Plan in 2025-2026. A diverse group of educational partners collaborated to analyze current data, assess and evaluate the current programming, and revise the plan in alignment with the EL Roadmap. This plan will address needs of all ever-ELs including the newcomer students, the at-risk of becoming a LTEL students, students who have been EL over six year, students who are dually identified (EL and students with an IEP), and reclassified students who are monitored for four years to ensure their progress continues. As outlined in Actions 1.4 and 1.7, VCUSD will focus district collaboration and professional learning around the needs of ML students to build an intentional cycle of improvement around key strategies, how they are included in the lesson and most importantly, reflected in the student learning. This work will be facilitated by District leadership	3.1, 3.3 In addition to identified above metrics, performance on annual state assessments, and district benchmark assessments (NWEA Map) in English Language Arts and mathematics, 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.

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	According to the California Department of Education Reporting Office, in 2025-2026 13.3% of VCUSD English Learners were Long Term English Learners (LTELs) with 8.3% considered At Risk in comparison to 14.0% LTELs in 2024-2025 and 8.8% considered At-Risk. This continues to be higher than the county or state average. Specific Schools with EL Progress in "red" based on the 2023 Dashboard that continue to be monitored: Highland Elementary, Pennycook Elementary, Wardlaw Elementary, and Vallejo High. Specific Schools with EL students with one or more academic "red" indicators based on the 2023 Dashboard that continue to be monitored: Federal Terrace (ELA), Highland (ELA, Math, EL Progress), Hogan (ELA, Math), Jesse Bethel (College and Career), Patterson (ELA, Math, EL Progress), Pennycook (EL Progress) and Steffan Manor (ELA), Wardlaw (ELA, EL Progress), Vallejo High (Math, EL Progress, College and Career, Grad Rate). Educational partners have shared that VCUSD needs to provide more training for teachers to deliver instruction that supports English Learner students English language development and mastery of grade level content. Parents have indicated that they would like programs, like software, to use at home and additional tutoring opportunities for their students.	including the EL Teacher Leaders. Supplemental materials including adaptive technology will be explored and purchased that can be used at school and at home. Resources to maintain and expand the use of Ellevation will provide a single source for educators to monitor student progress and develop a student portfolio of supports. With a focused effort and intentional implementation, VCUSD will see results for English Learners both in the language proficiency and content area assessments improving. This action is focused on improving outcomes for EL students at the schools listed below. Given the overall district-wide performance for EL students in ELA, the strategies, supplemental resources, professional learning, and coaching, this action is also provided district-wide. 2025 Dashboard Updates - All schools except for Vallejo High have improved, moving student groups out of the "red" or "very low" level. 2025 Dashboard Updates - According to the 2025 Dashboard, Federal Terrace, Jesse Bethel, Patterson, Pennycook, Steffan Manor Highland and Hogan continue to show a "red" indicator in Math only. Wardlaw continues to have a "red" indicator in ELA. Vallejo High has made progress in math but not in EL Progress, College and Career or the Graduation Rate indicators.	

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	VCUSD will continue to provide strategies to schools and schools with specific groups with the EL progress indicator in the red on the 2023 California Dashboard. While VCUSD is making progress, the District feels the activities above will continue to provide strategies for EL growth across VCUSD schools.	
3.2	**Action:** Targeted Services for Multilingual Learners (ML) **Need:** The 2024 California Dashboard indicates that 39.3% of VCUSD English Learners are making progress towards English proficiency. According to DataQuest, 8.65% of VCUSD English Learners were proficient on the 2025 Summative ELPAC, a 1.5% improvement. Further analysis of the data indicates that while some improvements were made, students had the most difficulty with the Reading domain of the test with 4.81% scoring at the Well developed level. Writing was second most challenging domain with 5.85% of students scoring at the Well Developed area. In 2025, the English Learner student group improved across all indicators with no indicators at the "red" or lowest level on the 2025 California Dashboard. Using current data from the VCUSD student information systems, as of Quarter 3 in 2024-2025, VCUSD has 527 students in 2nd grade	VCUSD recognizes the need to respond with urgency but also analyze some of the trends that are appearing within the EL student group in order to create resources that truly support EL student needs. In collaboration with the Director of Categorical Grants and the Categorical Team, the VCUSD EL Teacher Leaders work with leadership at each school site 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. Every school site has at least one Bilingual Tutor position to assist EL students in the classroom. Each Bilingual Tutor receives support from site and district staff in prioritizing time based on the needs of EL students at that school site. In the event staff cannot be hired, VCUSD will utilize contract services to provide additional classroom support. The actions are limited to English Learner students and apply to all school sites.	3.1, 3.3 Metrics for implementation include the development of action plans for each identified group and progress on action steps during the 2026-2027 school year.

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and up (compared to 343 in 2023-2024) that have been in US schools one year or less. 238 of these students are in our secondary schools with 105 (44%) of that group at Vallejo High School. Educational partners, particularly those who are parents of or are an EL student have recommended additional options for tutoring and more support in the classroom for newcomer students. **Scope:** Limited to Unduplicated Student Group(s)		
3.3	**Action:** Targeted Services for Foster Youth **Need:** According to the 2025 CAASPP scores 14.28% of foster youth met or exceeded standards in ELA. This is a 3.75% improvement from 2025. No foster youth students met or exceed standards in Math. While the Foster Youth group made some progress toward standards in both ELA and Math, the student group did have a level of red on the Suspension indicator which is a continuation of results in 2023. VCUSD has done phone call outreach to families whose students are identified as Foster Youth in the VCUSD student information system. When asked to identified supports they would like foster students to have, tutoring in reading and writing, additional	Based on the data and educational partner input, VCUSD has directed resources to support continued academic improvement including opportunities for accelerating learning such as tutoring. To address the need to decrease suspensions for foster your resources for students to receive additional counseling as well as opportunities for enrichment including field trips based on the foster youth students' interests will be provided. Programs will be facilitated under the Direction of Educational Services leadership. These actions are limited to support foster youth.	1.4, 2.7 Implementation metrics include the selection, access and participation of activities for foster youth. VCUSD will seek feedback in the fall and spring from foster families. VCUSD Student Support Services will provide on-going monitoring of student outcomes in addition to district and site based monitoring.

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	enrichment programs and school activities for students to join, and additional mental health supports were shared. **Scope:** Limited to Unduplicated Student Group(s)		
3.4	**Action:** Targeted Services for Long Term English Learners (LTEL) **Need:** According to local data source, Ellevation, 610 Long term English Learners (LTELs)remain in EL programming because they are unable to meet the basic skills or the English proficiency requirements to be reclassified. Within the LTEL group is a group of English learner students who also have IEPs (dually identified). Of the 417 English Learners who have IEPs, 163 are LTELs. Educational partners, including VCUSD's SELPA, have recommended more intentional case management, analysis, training and intervention supports. **Scope:** Limited to Unduplicated Student Group(s)	VCUSD will provide additional targeted support from a teacher leader who will focus on the needs of long term English learner students at the secondary level. This teacher leader will coordinate with site leadership and classroom staff to implement strategies and supports within the content areas to ensure a high level of rigor in the domains of listening, speaking, reading, and writing. In 2025-2026, VCUSD district and site leadership collaborated with Solano County Office of Education leaders to analyze LTEL student data and develop a plan to accelerate LTEL progress, focusing on sixth grade students. Phonics skills were a prioritized area of focus for LTEL students who were not able to decode. VCUSD will continue this work in 2026-2027 and expand services for LTEL students. Also in 2025-2026, the VCUSD EL district team worked with District Special Education administration to ensure dually identified students have documented designated supports and accommodations. Staff and Special Education staff will continue this work in 2026-2027 to 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	3.1

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		become English proficient through the traditional or the alternative reclassification process. This action is focused on English learners.	
3.13	**Action:** Foster Youth Parent Outreach and Engagement **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
3.14	**Action:** Targeted District Supports for School Climate and Student Engagement **Need:** According to the 2025 CAASPP scores 14.28% of foster youth met or exceeded standards in ELA. This is a 3.75% improvement from 2025. No foster youth students met or exceed standards in Math. While the Foster Youth group made some progress toward standards in both ELA and Math, the student group did have a level of red on the Suspension indicator which is a continuation of results in 2023. VCUSD has done phone call outreach to families whose students are identified as Foster Youth in the VCUSD student information system. When asked to identified supports they would like foster students to have, tutoring in reading and writing, additional	Based on the data and educational partner input, VCUSD has directed resources to support continued academic improvement including opportunities for accelerating learning such as tutoring. To address the need to decrease suspensions for foster your resources for students to receive additional counseling as well as opportunities for enrichment including field trips based on the foster youth students' interests will be provided. Programs will be facilitated under the Direction of Educational Services leadership. These actions are limited to support foster youth.	1.4, 2.7 Implementation metrics include the selection, access and participation of activities for foster youth. VCUSD will seek feedback in the fall and spring from foster families. VCUSD Student Support Services will provide on-going monitoring of student outcomes in addition to district and site based monitoring.

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	enrichment programs and school activities for students to join, and additional mental health supports were shared. **Scope:**		

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.

Not 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.

All schools in Vallejo City Unified School District are above 55% unduplicated students. Consequently there are no comparison schools. The additional funding provides site staffing (Library Media Technicians) to ensure all students have access to 21st Century learning tools, additional site leadership to support academics, attendance, and social emotional wellness (Action 1.5), and additional classroom teachers to support specialized programs and decrease combination classes at the elementary levels (Action 1.11).VCUSD has also utilized this funding for additional classified staff to provide additional adult supervision (Action 2.4) and supports for students who are referred for additional Tier 2 interventions (Actions 3.1 and 3.5).

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	1:27
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:21

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2026-27 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	$103,722,033	38,892,954	37.497%	9.854%	47.351%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$49,117,419.85	$1,100,000.00	$0.00	$3,775,823.00	$53,993,242.85	$34,334,431.60	$19,658,811.25

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	Common Core Aligned Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,470,000.00	$0.00	$1,470,000.00				$1,470,000.00	
1	1.2	Structured Early Literacy Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$20,000.00	$10,000.00			$10,000.00	$20,000.00	
1	1.3	Services for Multilingual Learners (ML)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$128,000.00	$40,000.00	$64,000.00			$104,000.00	$168,000.00	
1	1.4	TK-12 Visual and Performing Arts Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
1	1.5	District Instructional Leadership (Technical Assistance Action)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,159,147.00	$0.00	$776,000.00			$1,383,147.00	$2,159,147.00	
1	1.6	Site Instructional Leadership (Technical Assistance Action)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,800,000.00	$105,000.00	$1,905,000.00				$1,905,000.00	
1	1.7	Professional Learning for Teaching and Learning (Technical Assistance Action)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,195,000.00	$400,000.00	$3,545,000.00			$50,000.00	$3,595,000.00	
1	1.8	Student Outcome Data Analysis (Technical Assistance Action)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$120,000.00	$150,000.00	$150,000.00			$120,000.00	$270,000.00	

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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
						Low Income										
1	1.9	Curriculum Enrichment Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$150,000.00	$2,095,500.00	$2,245,500.00				$2,245,500.00	
1	1.10	21st Century Technology Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,885,000.00	$1,000,000.00	$2,885,000.00				$2,885,000.00	
1	1.11	Staffing For Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$6,571,378.60	$0.00	$6,571,378.60				$6,571,378.60	
1	1.12	Early Childhood Education Enhancement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Pre-Kindergarten	ongoing	$0.00	$900,000.00	$900,000.00				$900,000.00	
1	1.13	Alternative Schools Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$875,000.00	$0.00	$875,000.00				$875,000.00	
1	1.14	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$450,000.00	$423,000.00	$748,000.00			$125,000.00	$873,000.00	
1	1.15	College Preparatory Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$265,000.00	$265,000.00				$265,000.00	
1	1.16	Native American Student Support	All	No			All Schools	ongoing	$0.00	$4,000.00	$4,000.00				$4,000.00	
1	1.17	Bridge Programs for Incoming Middle and High School Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 5th-9th grades	ongoing	$345,000.00	$20,000.00	$365,000.00				$365,000.00	
1	1.18	Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$502,352.00	$1,510,000.00	$1,828,676.00			$183,676.00	$2,012,352.00	
2	2.1	Positive School Culture and Climate	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$100,000.00	$0.00	$100,000.00				$100,000.00	

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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	2.2	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$60,000.00	$60,000.00				$60,000.00	
2	2.3	Student Wellness and Mental Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,005,000.00	$0.00	$2,005,000.00				$2,005,000.00	
2	2.4	Student Supervision and Safety	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$3,199,066.00	$0.00	$3,199,066.00				$3,199,066.00	
2	2.5	Attendance Awareness and Improvement Program	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$900,000.00	$40,000.00	$940,000.00				$940,000.00	
2	2.6	Student Engagement and Recognition	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$120,000.00	$1,010,000.00	$1,130,000.00				$1,130,000.00	
2	2.7	Staff Recruitment, Hiring and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$100,000.00	$5,794,133.25	$5,894,133.25				$5,894,133.25	
2	2.8	New Teacher Supports (formerly Teacher Induction Program and Mentoring)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$495,836.00	$0.00	$495,836.00				$495,836.00	
2	2.9	Facilities Improvements	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$800,000.00	$1,400,000.00	$2,200,000.00				$2,200,000.00	
2	2.10	Enhanced Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$200,000.00	$200,000.00				$200,000.00	
2	2.11	Professional Learning: Effective Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$825,000.00	$300,000.00	$1,125,000.00				$1,125,000.00	
3	3.1	Multi-Tiered Systems of Support (MTSS) for Academics (LREBG Action)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$285,000.00	$0.00	$235,000.00	$50,000.00			$285,000.00	
3	3.2	Targeted Services for Multilingual Learners (ML)	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	ongoing	$700,000.00	$50,000.00	$750,000.00				$750,000.00	

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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
					Student Group(s)											
3	3.3	Targeted Services for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
3	3.4	Targeted Services for Long Term English Learners (LTEL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$40,000.00	$0.00	$40,000.00				$40,000.00	
3	3.5	Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$450,000.00	$2,400,000.00	$2,850,000.00				$2,850,000.00	
3	3.6	Targeted Supports for Behavior (LREBG Action)	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$300,000.00	$0.00	$150,000.00			$150,000.00	$300,000.00	
3	3.7	Targeted Supports for Mental Health and Trauma Informed Care (LREBG Action)	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$850,000.00	$800,000.00	$850,000.00	$800,000.00			$1,650,000.00	
3	3.8	Wraparound Supports for Chronically Absent Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$750,000.00	$10,000.00	$10,000.00			$750,000.00	$760,000.00	
3	3.9	Positive Youth Justice Initiative	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$165,000.00	$0.00	$165,000.00				$165,000.00	
3	3.10	Supports for Unhoused Students and Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$150,000.00	$25,000.00	$25,000.00			$150,000.00	$175,000.00	
3	3.11	Expecting and Parenting Student Support Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School Students	ongoing	$260,000.00	$0.00	$260,000.00				$260,000.00	
3	3.12	Dispute and Resolution Success Liaison	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$210,000.00	$0.00	$210,000.00				$210,000.00	

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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
			Low Income			Low Income										
3	3.13	Foster Youth Parent Outreach and Engagement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.14	Targeted District Supports for School Climate and Student Engagement	All Across District - African American, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, White	No			All Schools Specific Schools: Schoolwide or for Specific Student Groups- Cave, Dan Mini, Highland, Hogan, Jesse Bethel, John Finney, Lincoln, Loma Vista, Mare Island, Pennycook, Solano Widenmann, Vallejo High, Wardlaw	ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
3	3.15	Targeted District Supports to Increase Graduation Rate and College and Career Preparedness	All College and Career Preparedness- African American and Homeless. College and Career Preparedness and Graduation Rate - English Learners and Students with Disabilities.	No			All Schools Specific Schools: Jesse Bethel, John Finney, Vallejo High School	ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	

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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
4	4.1	Parent/Family Engagement and Education	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
4	4.2	Non-English Speaking Parent/Guardian Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$941,000.00	$0.00	$191,000.00			$750,000.00	$941,000.00	
4	4.3	Parent and Community Volunteer Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
4	4.4	Parent Education Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	
4	4.5	VCUSD Parent Networks	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$60,000.00	$60,000.00				$60,000.00	
4	4.6	Parent and Community Communication Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$617,000.00	$72,178.00	$689,178.00				$689,178.00	
4	4.7	Family Support Center (formerly Community Schools)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$280,652.00	$100,000.00	$380,652.00				$380,652.00	
5	5.1	High Dosage Tutoring (John Finney)	All Hispanic, and Socioeconomically Disadvantaged	No			Specific Schools: John Finney	ongoing	$0.00	$50,000.00		$50,000.00			$50,000.00	
5	5.2	Enhancements to College and Career programming (John Finney)	All Hispanic, and Socioeconomically Disadvantaged	No			Specific Schools: John Finney High School	ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
5	5.3	Content-Specific Professional Learning (John Finney)	All Hispanic, and Socioeconomically Disadvantaged	No			Specific Schools: John Finney High School	ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	

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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
6	**6.1**	Targeted Support for Students (John Finney)	All African American	No			Specific Schools: John Finney	ongoing	$140,000.00	$0.00		$140,000.00			$140,000.00	
6	**6.2**	Enhanced Student Engagement (John Finney)	All African American and Socioeconomically Disadvantaged	No			Specific Schools: John Finney	ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	

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2026-27 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
$103,722,033	38,892,954	37.497%	9.854%	47.351%	$49,113,419.85	0.000%	47.351 %	**Total:**	$49,113,419.85
								LEA-wide Total:	$48,209,419.85
								Limited Total:	$904,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Common Core Aligned Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,470,000.00	
1	1.2	Structured Early Literacy Program	Yes	LEA-wide	English Learners Low Income	All Schools	$10,000.00	
1	1.3	Services for Multilingual Learners (ML)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$64,000.00	
1	1.4	TK-12 Visual and Performing Arts Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$100,000.00	
1	1.5	District Instructional Leadership (Technical Assistance Action)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$776,000.00	
1	1.6	Site Instructional Leadership (Technical Assistance Action)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,905,000.00	
1	1.7	Professional Learning for Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,545,000.00	

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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 (%)
		(Technical Assistance Action)						
1	1.8	Student Outcome Data Analysis (Technical Assistance Action)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
1	1.9	Curriculum Enrichment Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$2,245,500.00	
1	1.10	21st Century Technology Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,885,000.00	
1	1.11	Staffing For Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,571,378.60	
1	1.12	Early Childhood Education Enhancement	Yes	LEA-wide	English Learners Low Income	All Schools Pre-Kindergarten	$900,000.00	
1	1.13	Alternative Schools Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$875,000.00	
1	1.14	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$748,000.00	
1	1.15	College Preparatory Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,000.00	
1	1.17	Bridge Programs for Incoming Middle and High School Students	Yes	LEA-wide	English Learners Low Income	All Schools 5th-9th grades	$365,000.00	
1	1.18	Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,828,676.00	
2	2.1	Positive School Culture and Climate	Yes	LEA-wide	Low Income	All Schools	$100,000.00	
2	2.2	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	

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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 Wellness and Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,005,000.00	
2	2.4	Student Supervision and Safety	Yes	LEA-wide	Low Income	All Schools	$3,199,066.00	
2	2.5	Attendance Awareness and Improvement Program	Yes	LEA-wide	Low Income	All Schools	$940,000.00	
2	2.6	Student Engagement and Recognition	Yes	LEA-wide	Low Income	All Schools	$1,130,000.00	
2	2.7	Staff Recruitment, Hiring and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,894,133.25	
2	2.8	New Teacher Supports (formerly Teacher Induction Program and Mentoring)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$495,836.00	
2	2.9	Facilities Improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,200,000.00	
2	2.10	Enhanced Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
2	2.11	Professional Learning: Effective Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,125,000.00	
3	3.1	Multi-Tiered Systems of Support (MTSS) for Academics (LREBG Action)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$235,000.00	
3	3.2	Targeted Services for Multilingual Learners (ML)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$750,000.00	
3	3.3	Targeted Services for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$40,000.00	
3	3.4	Targeted Services for Long Term English Learners (LTEL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$40,000.00	
3	3.5	Multi-Tiered System of Supports for Behavior,	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,850,000.00	

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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 (%)
		Attendance, and Social Emotional Learning			Low Income			
3	3.6	Targeted Supports for Behavior (LREBG Action)	Yes	LEA-wide	Low Income	All Schools	$150,000.00	
3	3.7	Targeted Supports for Mental Health and Trauma Informed Care (LREBG Action)	Yes	LEA-wide	Low Income	All Schools	$850,000.00	
3	3.8	Wraparound Supports for Chronically Absent Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.9	Positive Youth Justice Initiative	Yes	LEA-wide	Foster Youth Low Income	All Schools	$165,000.00	
3	3.10	Supports for Unhoused Students and Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
3	3.11	Expecting and Parenting Student Support Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School Students	$260,000.00	
3	3.12	Dispute and Resolution Success Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$210,000.00	
3	3.13	Foster Youth Parent Outreach and Engagement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$10,000.00	
4	4.1	Parent/Family Engagement and Education	Yes	LEA-wide	Low Income	All Schools	$100,000.00	
4	4.2	Non-English Speaking Parent/Guardian Support	Yes	LEA-wide	English Learners Low Income	All Schools	$191,000.00	
4	4.3	Parent and Community Volunteer Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
4	4.4	Parent Education Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
4	4.5	VCUSD Parent Networks	Yes	LEA-wide	Low Income	All Schools	$60,000.00	
4	4.6	Parent and Community Communication Systems	Yes	LEA-wide	English Learners Foster Youth	All Schools	$689,178.00	

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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 (%)
					Low Income			
4	**4.7**	Family Support Center (formerly Community Schools)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$380,652.00	

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2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$51,664,042.70	$44,101,713.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Common Core Aligned Curriculum and Instruction	Yes	$1,544,830.00	$2,380,770.00
1	**1.2**	Structured Early Literacy Program	Yes	$10,000.00	$0.00
1	**1.3**	Services for Multilingual Learners (ML)	Yes	$433,951.20	$259,864.00
1	**1.4**	TK-12 Visual and Performing Arts Programs	Yes	$331,438.00	$250,000.00
1	**1.5**	District Instructional Leadership (Differentiated Assistance Action)	Yes	$3,052,994.00	$2,781,014.00
1	**1.6**	Site Instructional Leadership	Yes	$1,383,501.00	$1,380,000.00
1	**1.7**	Professional Learning for Teaching and Learning (Differentiated Assistance Action)	Yes	$3,601,472.00	$2,845,530.00
1	**1.8**	Student Outcome Data Analysis (Differentiated Assistance Action)	Yes	$410,686.00	$390,000.00
1	**1.9**	Curriculum Enrichment Programs	Yes	$2,281,670.00	$1,723,716.00
1	**1.10**	21st Century Technology Environments	Yes	$2,932,105.00	$2,378,840.00
1	**1.11**	Staffing For Choice Schools, Secondary Electives, Specialized	Yes	$6,399,757.00	$5,689,343.00

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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)
		Programs, and Reduction of Combination Classes			
1	1.12	Early Childhood Education Enhancement	Yes	$20,000.00	$0.00
1	1.13	Alternative Schools Support	Yes	$681,698.00	$777,485.00
1	1.14	College and Career Readiness	Yes	$1,369,880.00	$1,414,202.00
1	1.15	College Preparatory Program	Yes	$230,000.00	$216,000.00
1	1.16	Native American Student Support	No	$4,000.00	$0.00
1	1.17	Bridge Programs for Incoming Middle and High School Students	Yes	$933,562.00	$0.00
1	1.18	Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions	Yes	$422,148.00	$395,612.00
2	2.1	Positive School Culture and Climate	Yes	$220,921.00	$115,980.00
2	2.2	Social Emotional Learning	Yes	$60,000.00	$55,000.00
2	2.3	Student Wellness and Mental Health	Yes	$2,302,675.00	$2,161,602.00
2	2.4	Student Supervision and Safety	Yes	$3,143,896.00	$2,465,430.00
2	2.5	Attendance Awareness and Improvement Program	Yes	$826,117.00	$625,964.00
2	2.6	Student Engagement and Recognition	Yes	$1,135,711.00	$1,285,711.00

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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	2.7	Staff Recruitment, Hiring and Retention	Yes	$1,546,549.50	$350,853.00
2	2.8	Teacher Induction Program and Mentoring	Yes	$478,267.00	$474,000.00
2	2.9	Facilities Improvements	Yes	$1,211,863.00	$1,100,815.00
2	2.10	Enhanced Transportation Services	Yes	$228,492.00	$350,000.00
2	2.11	Professional Learning: Effective Learning Environments	Yes	$942,949.00	$854,103.00
3	3.1	Multi-Tiered Systems of Support (MTSS) for Academics (LREBG Action)	Yes	$2,879,166.00	$1,989,390.00
3	3.2	Targeted Services for Multilingual Learners (ML)	Yes	$835,161.00	$880,606.00
3	3.3	Targeted Services for Foster Youth	Yes	$40,000.00	$30,000.00
3	3.4	Targeted Services for Long Term English Learners (LTEL)	Yes	$60,000.00	$67,334.00
3	3.5	Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning	Yes	$2,027,869.00	$1,600,000.00
3	3.6	Targeted Supports for Behavior (LREBG Action)	Yes	$450,000.00	$249,000.00
3	3.7	Targeted Supports for Mental Health and Trauma Informed Care (LREBG Action)	Yes	$1,268,626.00	$1,222,245.00

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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)
3	3.8	Wraparound Supports for Chronically Absent Students	Yes	$405,000.00	$407,000.00
3	3.9	Positive Youth Justice Initiative	Yes	$155,969.00	$158,000.00
3	3.10	Supports for Unhoused Students and Families	Yes	$194,501.00	$158,000.00
3	3.11	Expecting and Parenting Student Support Program	Yes	$249,252.00	$170,806.00
3	3.12	Dispute and Resolution Success Liaison	Yes	$207,988.00	$207,900.00
3	3.13	Foster Youth Parent Outreach and Engagement	Yes	$10,000.00	$10,000.00
3	3.14	Targeted District Supports for School Climate and Student Engagement	No	$10,000.00	$0.00
3	3.15	Targeted District Supports to Increase Graduation Rate and College and Career Preparedness	No	$10,000.00	$0.00
4	4.1	Parent/Family Engagement and Education	Yes	$192,160.00	$148,181.00
4	4.2	Non-English Speaking Parent/Guardian Support	Yes	$706,195.00	$565,237.00

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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)
4	4.3	Parent and Community Volunteer Support	Yes	$5,000.00	$5,000.00
4	4.4	Parent Education Opportunities	Yes	$50,000.00	$38,760.00
4	4.5	VCUSD Parent Networks	Yes	$80,000.00	$40,000.00
4	4.6	Parent and Community Communication Systems	Yes	$633,329.00	$712,000.00
4	4.7	Community Schools	Yes	$417,714.00	$253,000.00
5	5.1	High Dosage Tutoring (John Finney)	No	$50,000.00	$46,000.00
5	5.2	Enhancements to College and Career programming (John Finney)	No	$40,000.00	$0.00
5	5.3	Content-Specific Professional Learning (John Finney)	No	$35,000.00	$33,000.00
6	6.1	Targeted Support for Students (John Finney)	No	$55,000.00	$41,000.00
6	6.2	Enhanced Student Engagement (John Finney)	No	$14,384.00	$10,000.00
7	7.1	Content-Specific Professional Learning (Vallejo High)	No	$50,000.00	$0.00

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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)
7	7.2	Site Leadership Coaching (Vallejo High)	No	$140,000.00	$160,000.00
7	7.3	Staffing and Resources for Additional Programming (Vallejo High)	No	$100,000.00	$201,000.00
7	7.4	Opportunities for Skill Mastery (Vallejo High)	No	$65,648.00	$0.00
7	7.5	Enhanced Counseling Services (Vallejo High)	No	$150,000.00	$150,000.00
8	8.1	Additional Staffing for English Learner Support (Vallejo High)	No	$103,000.00	$116,000.00
8	8.2	Additional Classroom Support (Vallejo High)	No	$100,000.00	$44,000.00
8	8.3	Spanish-Speaking Clinician (Vallejo High)	No	$225,000.00	$247,520.00
9	9.1	Targeted Supports for Students at Risk for Suspension (Vallejo High)	No	$106,000.00	$109,788.00

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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)
9	9.2	Counseling Supports (Vallejo High)	No	$200,000.00	$200,000.00
9	9.3	Enhanced Student Engagement (Vallejo High)	No	$60,000.00	$25,000.00
10	10.1	Content Intervention Teacher (Lincoln)	No	$51,273.00	$50,000.00
10	10.2	Staffing to Ensure Academic Engagement (Lincoln)	No	$52,962.00	$53,000.00
11	11.1	Content Intervention Teacher (Pennycook)	No	$160,000.00	$136,133.00
11	11.2	Enhanced Professional Learning (Pennycook)	No	$70,000.00	$0.00
11	11.3	Leader In Me Program (Pennycook)	No	$80,000.00	$59,484.00
11	11.4	Staff to Ensure Academic Engagement (Pennycook)	No	$70,000.00	$204,100.00
11	11.5	Enhance Student Engagement (Pennycook)	No	$77,318.00	$2,000.00
12	12.1	Content Intervention Support (Highland)	No	$70,000.00	$0.00
12	12.2	Enhanced Professional Learning (Highland)	No	$70,000.00	$0.00

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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)
12	**12.3**	Early Literacy Classroom Supports (Highland)	No	$65,000.00	$95,000.00
12	**12.4**	English Learner Supports (Highland)	No	$60,000.00	$181,000.00
12	**12.5**	Staff to Ensure Academic Engagement (Highland)	No	$240,000.00	$48,667.00
13	**13.1**	Counseling Support (Highland)	No	$74,395.00	$254,728.00

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2025-26 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)
$37,134,619	$45,503,139.00	$38,635,842.00	$6,867,297.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Common Core Aligned Curriculum and Instruction	Yes	$1,544,830.00	$2,380,770.00		
1	1.2	Structured Early Literacy Program	Yes	$10,000.00	$0.00		
1	1.3	Services for Multilingual Learners (ML)	Yes	$224,563.00	$80,864.00		
1	1.4	TK-12 Visual and Performing Arts Programs	Yes	$331,438.00	$250,000.00		
1	1.5	District Instructional Leadership (Differentiated Assistance Action)	Yes	$965,139.00	$1,199,014.00		
1	1.6	Site Instructional Leadership	Yes	$1,383,501.00	$1,380,000.00		
1	1.7	Professional Learning for Teaching and Learning (Differentiated Assistance Action)	Yes	$3,557,525.00	$2,801,583.00		
1	1.8	Student Outcome Data Analysis (Differentiated Assistance Action)	Yes	$410,686.00	$390,000.00		
1	1.9	Curriculum Enrichment Programs	Yes	$2,281,670.00	$1,723,716.00		
1	1.10	21st Century Technology Environments	Yes	$2,932,105.00	$2,378,840.00		
1	1.11	Staffing For Choice Schools, Secondary Electives, Specialized Programs, and	Yes	$6,399,757.00	$5,689,343.00		

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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)
		Reduction of Combination Classes					
1	1.12	Early Childhood Education Enhancement	Yes	$20,000.00	$0.00		
1	1.13	Alternative Schools Support	Yes	$681,698.00	$777,485.00		
1	1.14	College and Career Readiness	Yes	$1,229,880.00	$1,305,797.00		
1	1.15	College Preparatory Program	Yes	$230,000.00	$216,000.00		
1	1.17	Bridge Programs for Incoming Middle and High School Students	Yes	$933,562.00	$0.00		
1	1.18	Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions	Yes	$293,574.00	$268,512.00		
2	2.1	Positive School Culture and Climate	Yes	$220,921.00	$115,980.00		
2	2.2	Social Emotional Learning	Yes	$60,000.00	$55,000.00		
2	2.3	Student Wellness and Mental Health	Yes	$2,302,675.00	$2,161,602.00		
2	2.4	Student Supervision and Safety	Yes	$3,143,896.10	$2,465,430.00		
2	2.5	Attendance Awareness and Improvement Program	Yes	$826,117.00	$625,964.00		
2	2.6	Student Engagement and Recognition	Yes	$1,135,711.00	$1,285,711.00		
2	2.7	Staff Recruitment, Hiring and Retention	Yes	$1,546,549.50	$350,853.00		
2	2.8	Teacher Induction Program and Mentoring	Yes	$478,267.00	$474,000.00		
2	2.9	Facilities Improvements	Yes	$1,211,863.00	$1,100,815.00		

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.10	Enhanced Transportation Services	Yes	$228,492.00	$350,000.00		
2	2.11	Professional Learning: Effective Learning Environments	Yes	$942,949.00	$854,104.00		
3	3.1	Multi-Tiered Systems of Support (MTSS) for Academics (LREBG Action)	Yes	$2,579,166.00	$1,689,390.00		
3	3.2	Targeted Services for Multilingual Learners (ML)	Yes	$835,161.00	$880,606.00		
3	3.3	Targeted Services for Foster Youth	Yes	$40,000.40	$30,000.00		
3	3.4	Targeted Services for Long Term English Learners (LTEL)	Yes	$60,000.00	$67,334.00		
3	3.5	Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning	Yes	$2,027,869.00	$1,600,000.00		
3	3.6	Targeted Supports for Behavior (LREBG Action)	Yes	$300,000.00	$249,000.00		
3	3.7	Targeted Supports for Mental Health and Trauma Informed Care (LREBG Action)	Yes	$918,626.00	$722,245.00		
3	3.8	Wraparound Supports for Chronically Absent Students	Yes	$405,000.00	$407,000.00		
3	3.9	Positive Youth Justice Initiative	Yes	$155,969.00	$158,000.00		
3	3.10	Supports for Unhoused Students and Families	Yes	$144,501.00	$0.00		
3	3.11	Expecting and Parenting Student Support Program	Yes	$249,252.00	$170,806.00		
3	3.12	Dispute and Resolution Success Liaison	Yes	$207,988.00	$207,900.00		
3	3.13	Foster Youth Parent Outreach and Engagement	Yes	$10,000.00	$10,000.00		
4	4.1	Parent/Family Engagement and Education	Yes	$150,000.00	$148,181.00		

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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)
4	4.2	Non-English Speaking Parent/Guardian Support	Yes	$706,195.00	$565,237.00		
4	4.3	Parent and Community Volunteer Support	Yes	$5,000.00	$5,000.00		
4	4.4	Parent Education Opportunities	Yes	$50,000.00	$38,760.00		
4	4.5	VCUSD Parent Networks	Yes	$80,000.00	$40,000.00		
4	4.6	Parent and Community Communication Systems	Yes	$633,329.00	$712,000.00		
4	4.7	Community Schools	Yes	$417,714.00	$253,000.00		

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2025-26 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)
$100,513,751	$37,134,619	11.348%	48.293%	$38,635,842.00	0.000%	38.438%	$9,905,077.46	9.854%

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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.

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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.

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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.

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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 2026-27, 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 2026-27, 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.”

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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.

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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.

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- **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.

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- 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

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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.

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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.

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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.

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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:

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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

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- 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.

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- 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.

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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:

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- 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.

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***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

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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*

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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

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- 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.

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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.

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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.

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- 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.

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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 —

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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.

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- **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.

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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,

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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**

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- 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)**

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- 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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