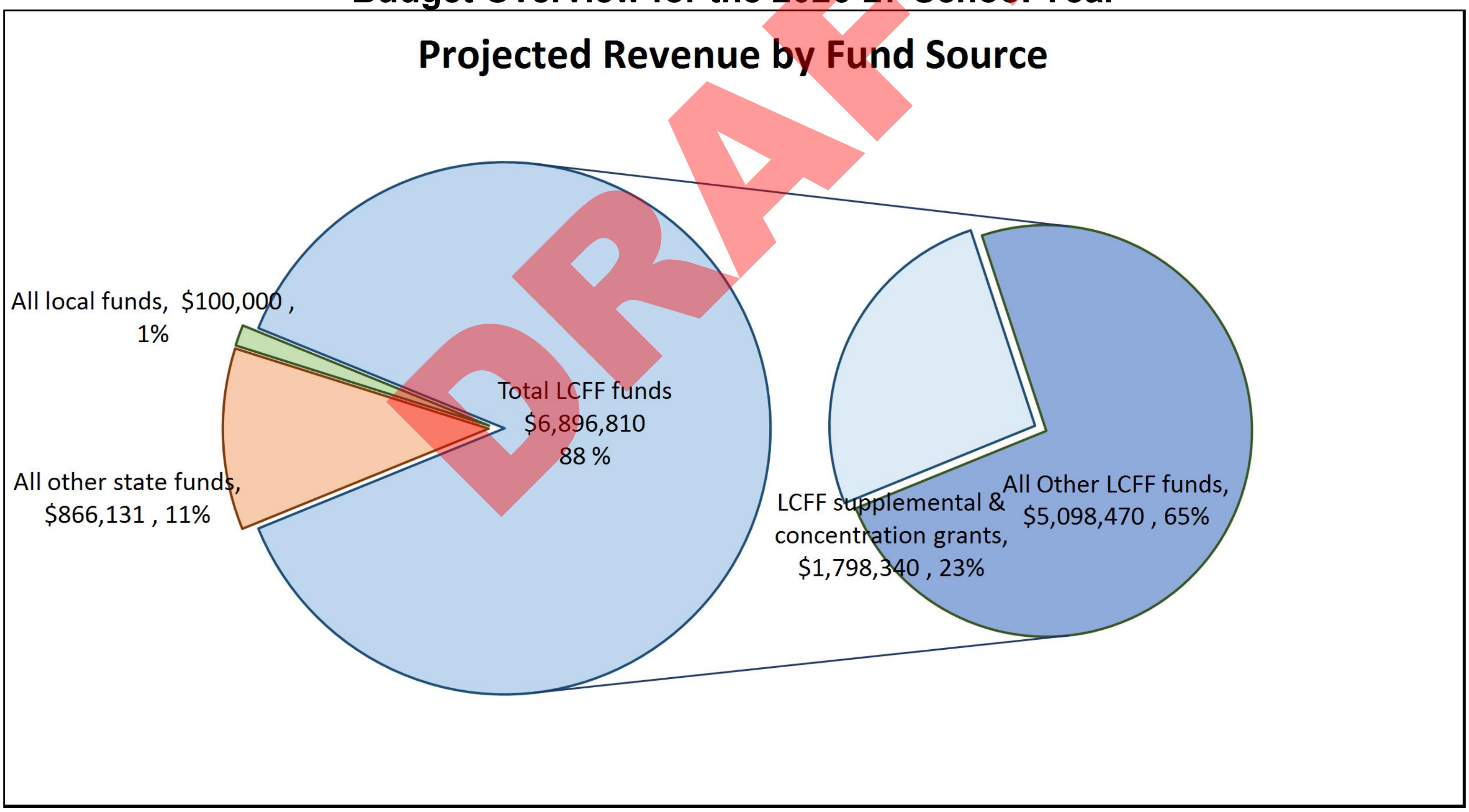
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vallejo Charter School (Vallejo City Unified School District)
CDS Code: 48705810115469
School Year: 2026-27
LEA contact information:
Janice Lubin
Principal, Vallejo Charter
jlubin@vcusd.org
(707) 556-8921

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

Budget Overview for the 2026-27 School Year

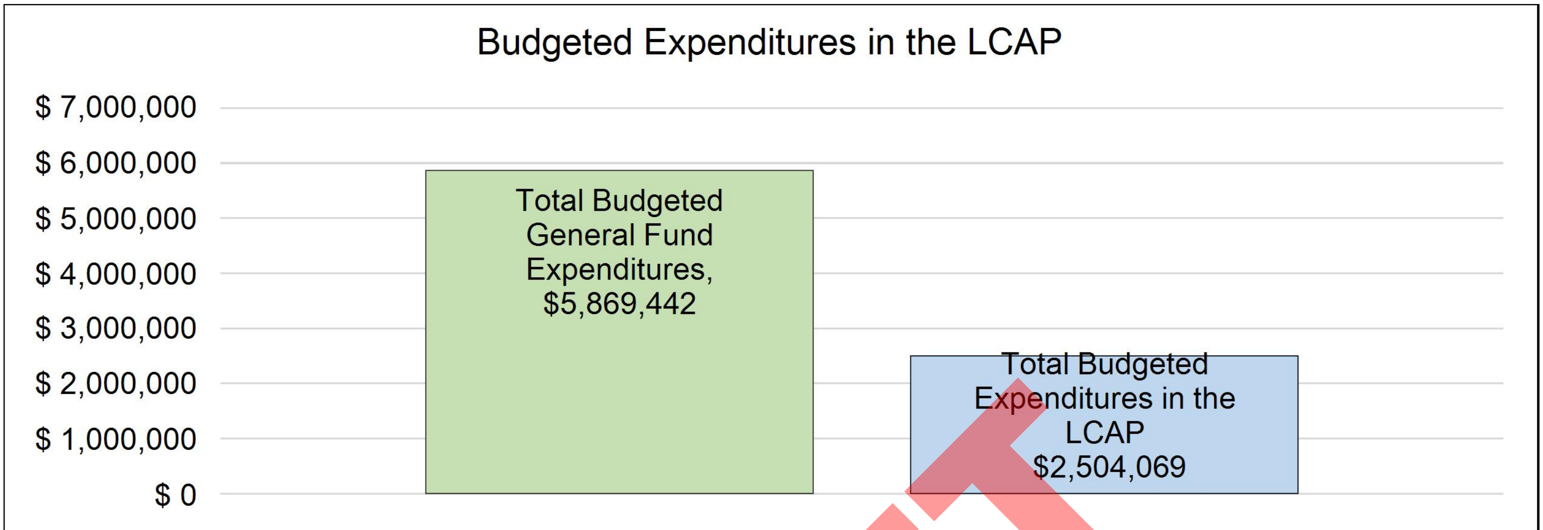


This chart shows the total general purpose revenue Vallejo Charter School (Vallejo City Unified School District) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vallejo Charter School (Vallejo City Unified School District) is $7,862,941, of which $6,896,810.00 is Local Control Funding Formula (LCFF), $866,131.00 is other state funds, $100,000.00 is local funds, and $0.00 is federal funds. Of the $6,896,810.00 in LCFF Funds, $1,798,340.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Vallejo Charter School (Vallejo City Unified School District) plans to spend for 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 Charter School (Vallejo City Unified School District) plans to spend $5,869,442.00 for the 2026-27 school year. Of that amount, $2,504,068.70 is tied to actions/services in the LCAP and $3,365,373.3 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

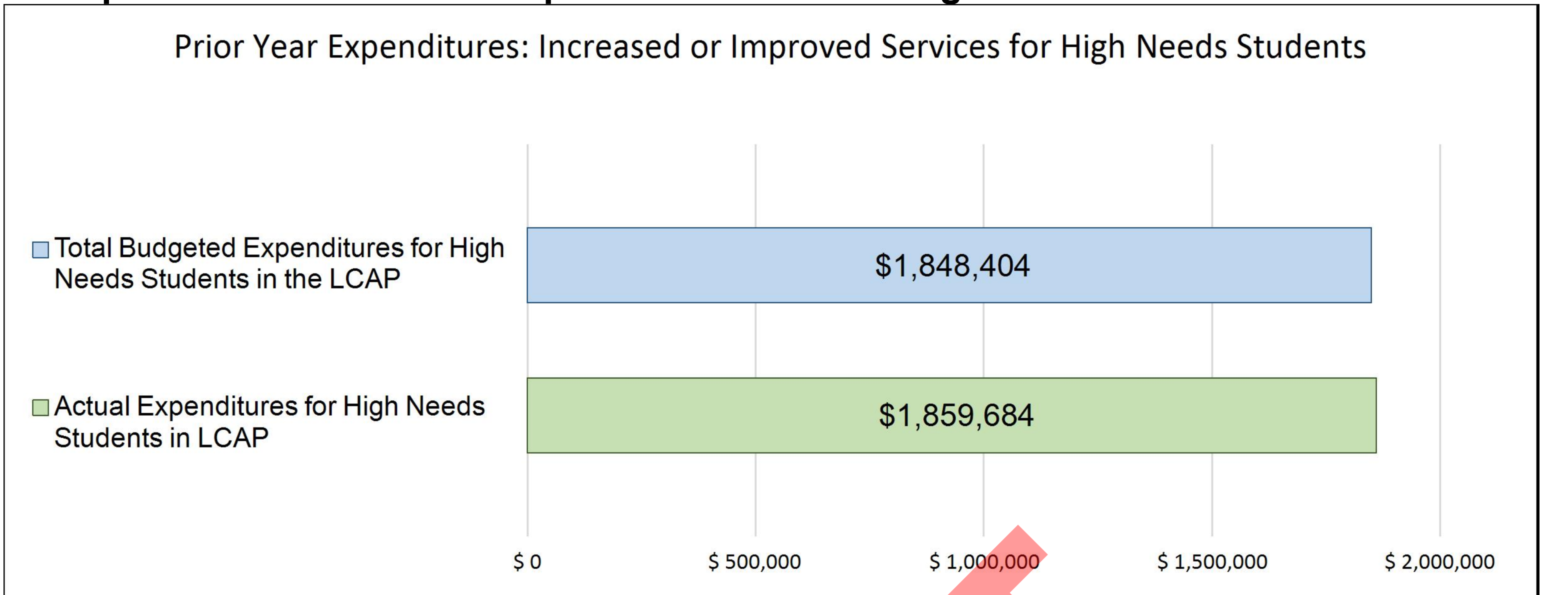
General Fund Budget Expenditures for the 2026-2027 school year that are not listed in the Local Control Accountability Plan include personnel salaries that provide direct and support services to students, instructional and office supplies, lease costs, operational costs, and indirect costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Vallejo Charter School (Vallejo City Unified School District) is projecting it will receive $1,798,340.00 based on the enrollment of foster youth, English learner, and low-income students. Vallejo Charter School (Vallejo City Unified School District) must describe how it intends to increase or improve services for high needs students in the LCAP. Vallejo Charter School (Vallejo City Unified School District) plans to spend $2,140,745.58 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Vallejo Charter School (Vallejo City Unified School District) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Vallejo Charter School (Vallejo City Unified School District) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Vallejo Charter School (Vallejo City Unified School District)'s LCAP budgeted $1,848,403.57 for planned actions to increase or improve services for high needs students. Vallejo Charter School (Vallejo City Unified School District) actually spent $1,859,684.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vallejo Charter School (Vallejo City Unified School District)	Janice Lubin Principal, Vallejo Charter	htopacio@vcusd.org (707) 556-8921

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.

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

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

As a district dependent charter, Vallejo Charter School is an EL Education (EL) partner school, formerly known as Expeditionary Learning/Outward Bound. EL schools are based on 5 Education Core Practices: Curriculum, Instruction, Assessment, Culture and Character, and Leadership. EL Education has three dimensions of student achievement: Mastery of Knowledge and Skills, Character, and High-Quality Student Work. The national network of EL schools number more than 150 schools, 4,000 teachers, and 45,000 students. Visual and Performing arts is an integral component of education at VCS since it's inception. All students receive an hour a week in each art form: visual art, and performance art. Vallejo Teaching Artists develop units of study that are integrated with students' curriculum learning in English Language Arts, Science and Social Science.

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

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

Reflections: Annual Performance

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

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

Academic Performance:

English Language Arts
2025 California Dashboard Overall Academic Performance for English Language Arts -
Vallejo Charter demonstrated improvement in English Language Arts (ELA) on the 2025 California Dashboard. English Learners increased 2.7 points, Hispanic students increased 1.3 points, African American students increased 9.8 points, and Socioeconomically Disadvantaged students increased 7.0 points. These gains reflect positive progress in addressing achievement gaps among historically underperforming student groups. While growth was evident across multiple student groups, continued focus on literacy instruction, early intervention, and targeted supports remains necessary to ensure all students achieve proficiency in English Language Arts.

Local Data as a predictor for CAASPP: Northwest Evaluation Association (NWEA) Measures of Progress (MAP) -
Data also showed 23% of students in grades 2-8 met or exceeded the standard in ELA with 24% approaching the standard.

2024 California Dashboard Overall Academic Performance for English Language Arts -

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

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

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

Mathematics
2025 California Dashboard Overall Academic Performance for Mathematics -
In the area of Mathematics, Vallejo Charter School demonstrated significant improvement on the 2025 California Dashboard. Overall Mathematics performance increased 8.3 points. African American students increased 22.6 points, English Learners increased 26.5 points, Socioeconomically Disadvantaged students increased 13.4 points, Hispanic students increased 11.6 points, and Students with Disabilities increased 13.9 points. These results reflect meaningful progress across multiple student groups and indicate that instructional supports and interventions are positively impacting student achievement. While growth was demonstrated across all identified student groups, continued attention to mathematics instruction and intervention remains a priority to ensure students continue to make progress toward meeting or exceeding grade-level standards.

The Fall baseline for 2025-26 showed the 16% of all students tested in grades 1-8 met or exceeded the standard in Math with 20% approaching the standard.

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

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

2023 California Dashboard Overall Academic Performance for Mathematics -

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

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

English Learner (EL) Progress
2025 California Dashboard Overall Academic Performance for English Learner Progress -
The 2025 California Dashboard indicates improvement in academic outcomes for English Learners. In English Language Arts, English Learners increased 2.7 points, and in Mathematics, English Learners increased 26.5 points. These gains demonstrate positive progress in supporting English Learners through targeted instructional strategies, designated and integrated English Language Development, and additional academic interventions.

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

2023-2024 Local Data as a predictor for 2024 English Learner Progress: Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Assessment for English Language Arts-
The Fall baseline for 2023-2024 was 7.7%%. In Quarter 3, VCS demonstrated an overall performance of 11.0% of English Learners who met or exceeded the standard.
2024-25 Data on the Dashboard is not available.

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

Current Practices to Impact Academic Performance and Next Steps :
During the 2025-2026 school year, VCS continued to prioritize early literacy, mathematics achievement, English Learner progress, and college and career readiness through implementation of the Local Control and Accountability Plan (LCAP). Professional learning, instructional coaching, learning walks, and data-driven decision remained as key strategies to support continuous improvement. VCS will continue to utilize the VCUSD Instructional Priorities framework, district and site walkthrough tools and ongoing analysis of student achievement data to monitor progress and refine instructional practices. Targeted interventions, expanded enrichment opportunities, and a Multi-Tiered System of Support (MTSS) continued to be implemented to accelerate student achievement and ensure all students are prepared for success in high school, college and career.

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

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

Chronic Absenteeism
2025 California Dashboard Overall Academic Performance for Chronic Absenteeism -
In terms of Academic Engagement, the Chronic Absenteeism indicator declined 3.1% with 32.4% of students reported as chronically absent compared to 35.5% in the prior year. English Learners declined 15.1% to 28.4% chronically absent, Students with Disabilities declined 16.9% to 31.6%, Hispanic students declined 4.3% to 34.2%, Socioeconomically Disadvantaged students declined 5.8% to 34.2%, Filipino students declined 7.9% to 19.4%, and White students declined 7.2% to 31.3%. African American students increased 5.1% to 39.8% chronically absent.

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

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

2023-2024 Local Data as a predictor for 2024 California Dashboard -

Local data through our student information system indicated chronic absenteeism was at 29.2% as of May 2024.
Local data through our student information system indicated chronic absenteeism was at the 25.7% as of May 2025.

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

Current Practices to Impact Academic Engagement and Next Steps:
During the 2025-2026 school year, Vallejo Charter School (VCS) staff, including the Mental Health Support Provider, Academic Support Provider, Principal, Child Welfare Liaison, and others participated in school site CARE Team meetings to review attendance data and identify students experiencing attendance challenges. These meetings supported the development and implementation of targeted attendance intervention plans designed to increase daily attendance and reduce chronic absenteeism. While chronic absenteeism has improved, VCS recognizes that attendance habits established during the blending of two school communities, combined with the disruptions associated with the construction project on the bridge to Mare Island, have continued to impact student attendance and engagement. As a result, VCS will continue to implement proactive attendance monitoring, family outreach, student incentives, and targeted interventions through its Multi-Tiered System of Support (MTSS). The 2025-2026 LCAP includes specific actions and resources to improve attendance, strengthen school connectedness, and ensure all student groups receive the support necessary to be successful and prepared for high school and beyond.

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

In August 2023, the Superintendent set a second expectation of a shared focus for the 2023-2024 school year. VCUSD would prioritize that everyone attend school every day (all students and staff).

Climate:
2025 California Dashboard Overall Academic Performance for Suspension Rate -
The Suspension Rate indicator for VCS overall improved significantly. The suspension rate declined 6.6% with 6.2% of students suspended at least one day. African American students declined 9.8% to 12.9% suspended at least one day, Students with Disabilities declined 10.7% to 13.6%, English Learners declined 6.1% to 4.5%, Hispanic students declined 6.1% to 4.2%, Socioeconomically Disadvantaged students declined 7.1% to 7.1%, Filipino students declined 5.9% to 3.2%, and White students declined 1.9% to 3.1%.

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

2024 California Dashboard Overall Academic Performance for Suspension Rate -
The Suspension Rate indicator for VCS overall was designated in the Red performance level. The suspension rate increased 0.5% with 12.7% of students suspended at least one day.

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

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

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

Current Practices to Impact Climate and Conditions and Next Steps:
The 2025 California Dashboard demonstrated significant improvement in both Suspension Rate and Chronic Absenteeism, reflecting the positive impact of VCS's continued implementation of EL Education Crew, Positive Behavioral Interventions and Supports (PBIS), restorative practices, social-emotional learning, attendance interventions, and student wellness supports. Suspension rates declined across all reported student groups, including African American students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. Chronic absenteeism also improved for most student groups, with notable declines among English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students. While overall attendance improved, VCS recognizes that long-standing attendance habits and practices resulting from the blending of students from multiple school communities, combined with the impact of major campus construction projects, have continued to influence attendance patterns and student engagement. African American students experienced an increase in chronic absenteeism and will remain a focus area for targeted intervention.

VCS understands that while substantial progress was made in the 2025 California Dashboard, continued focus is needed to sustain and build upon this growth. English Learners continue to require support in English Language Arts, English Learner Progress, and attendance. African American, Hispanic, and Socioeconomically Disadvantaged students continue to require support in English Language Arts and attendance, while Students with Disabilities continue to require support related to attendance and school climate indicators. The 2025-2026 LCAP includes actions to strengthen school climate, improve attendance, reduce suspensions, increase student engagement, and expand mental health and wellness services through a comprehensive Multi-Tiered System of Support. Ensuring that all students receive equitable instruction, relevant supports, and effective interventions will remain a priority as evidenced by the actions included throughout the 2025-2026 LCAP.

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

LCAP Action 3.1 (Multi-Tiered Systems of Support for Academics, Attendance and Behavior) - In 2025-2026, VCS will utilize LREBG funds to accelerate progress to close learning gaps for students who are struggling with grade level skills. This activity is aligned to EC Section

32526(c)(2), Items B (tutoring). Funds will provide necessary staffing and services to address students needs through during-the-school-day interventions and expanded learning offerings.

Through a comprehensive needs assessment, VCS analyzed multiple sources of data to improve overall student outcomes.

Reflections: Technical Assistance

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

2025-26 - As a result of the significant improvements demonstrated on the 2025 California Dashboard, particularly in Mathematics, Suspension Rate, and Chronic Absenteeism across multiple student groups, VCS did not require additional technical assistance from SCOE during the 2025-2026 school year. The substantial growth reflected in Dashboard indicators demonstrates the effectiveness of the school's improvement efforts and targeted interventions. VCS will continue to collaborate with VCUSD through district leadership, data review processes, and continuous improvement practices to sustain and build upon these gains while addressing remaining areas of need for identified student groups.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers/Vallejo Charter Staff	Teachers were consulted throughout the 2025-2026 school year through staff surveys, grade-level and department meetings, professional learning community discussions, and ongoing feedback opportunities. Staff provided input on academic achievement, school climate, attendance, professional learning needs, intervention programs, instructional resources, and student support services. Teacher feedback helped inform priorities related to early literacy, mathematics achievement, Multi-Tiered System of Support (MTSS), school climate, student wellness, family engagement, and college and career readiness. Themes identified through staff input were incorporated into the development of the 2026-2027 LCAP actions and expenditures.
VCS Community Partners	Community partners were consulted throughout the 2025-2026 school year through ongoing collaboration, meetings, program implementation, and informal feedback regarding school initiatives and student needs. Partners provided input related to school climate, attendance, family engagement, academic interventions, arts education, and enrichment opportunities. Feedback from community organizations, service providers, and educational partners helped inform the development and refinement of programs and services included in the 2026-2027 LCAP.
VCS Charter Council	The VCS Charter Council serves as a primary forum for LCAP-related discussion, review, and feedback. The Council is responsible for upholding the mission and vision of Vallejo Charter School and Vallejo City Unified School District while providing input on school priorities,

Educational Partner(s)	Process for Engagement
	student outcomes, budget expenditures, and program effectiveness. Charter Council members regularly review school data, budget updates, and educational partner feedback to inform decision-making. Membership and participation include parents, teachers, school leadership, mental health staff, community members, alumni, and other educational partners. Feedback gathered through Charter Council meetings helped inform the development of the 2026-2027 LCAP. Meeting Dates: September 21, 2023 October 26, 2023 November 16, 2023 January 25, 2024 February 22, 2024 March 21, 2024 April 25, 2024 May 30, 2024 June 27, 2024 January 23, 2025 February 20, 2025 March 20, 2025 April 17, 2025 May 15, 2025 May 18, 2025 August 28, 2025 September 22 2025 October 21, 2025 October 28, 2025 November 18, 2025 January 27, 2026 February 24, 2026 March 17, 2026 May 19, 2026
English Learners Advisory Committee	Families of language learners were identified and invited via parent square, and VCS ELAC to present to families and invite stakeholder

Educational Partner(s)	Process for Engagement
	input. ELAC recommendations tracked in meeting minutes document. This group has continued informal conversations and filters them through the bilingual tutor who will often raise their concerns and questions to leadership. A VCS rep joined the DELAC in order to learn even more that can be brought back at the district level. This group represents our multilingual community, and can advise on use of funds and student needs. These essential partners collaborate to ensure fewer inequities, and build toward student success.
Consultants: CORE	VCS consulted with external partners, including CORE Learning and EL Education, to review student achievement data, implementation progress, and school improvement efforts. Due to contract and staffing challenges, EL Education's direct impact during the 2025-2026 school year was limited. However, CORE Learning provided ongoing support, including five on-site coaching visits focused on literacy instruction, data analysis, and implementation of evidence-based practices. Consultants utilized both quantitative and qualitative data, including metrics identified within the LCAP, to help school leadership identify strengths, areas for growth, and next steps toward achieving school goals. Their feedback and expertise informed instructional priorities, professional learning, and continuous improvement efforts reflected in the 2026-2027 LCAP
VCS Students-Leadership	Student input was gathered throughout the 2025-2026 school year through Student Leadership meetings. Student leaders helped identify ways to strengthen school connectedness, communication, student engagement, and positive school climate. Feedback from students was considered in the development of the 2026-2027 LCAP and helped inform actions related to school climate, attendance, student wellness, enrichment opportunities, and college and career readiness.

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

2025-26
VCS reviewed feedback from teachers, staff, students, families, Charter Council members, community partners, consultants, and district leadership to evaluate progress and inform the development of the 2026-2027 LCAP. Educational partner input, combined with analysis of state and local data, helped identify priorities and areas for continuous improvement.

Educational partners consistently emphasized the importance of strengthening school culture and connectedness, improving communication with families, increasing attendance, providing timely academic and behavioral interventions, expanding mental health and wellness supports, and continuing efforts to improve literacy and mathematics achievement. Feedback also highlighted the value of bilingual supports, restorative practices, social-emotional learning, and family engagement opportunities.

As a result, the 2026-2027 LCAP continues to prioritize academic achievement, English Learner supports, attendance improvement, school climate, family engagement, student wellness, and implementation of a comprehensive Multi-Tiered System of Support (MTSS) to meet the needs of all students.

2024-25
VCS has reviewed all of the Education Partner feedback to evaluate progress on 2023-2024 goals and actions, develop goals and actions for 2024-2045 as well as ensure implementation and effectiveness metrics are aligned to all goals and actions. In addition to the groups mentioned above, VCS has appreciated the collaborative efforts and critical-friend feedback from partnering organizations including but not limited to Vallejo City Unified School District leadership, Solano County Office of Education (SCOE) staff, and additional vendors that provide professional learning, in-classroom coaching and technical assistance. The collaborative conversations around the importance of building the 2024-2025 LCAP with coherence and intentionality have had a strong influence on plans to move student outcomes forward in a positive direction.

2023-24
In the fall of 2021, the Vallejo City Unified School District Board of Education requested that the District engage in a strategic planning process to provide focus and direction to the efforts to improve VCUSD. They asked that the plan be driven by community input, developed by community leaders, and focused on actionable goals that can be achieved in three years. Because this is the first strategic plan VCUSD has had in recent memory, some foundational and story gathering was necessary. The process began with listening conversations with the Board of Education to understand and capture their historical perspectives and lived experiences. The strategic planning process began by recruiting a Strategic Planning Action Committee (SPAC), which included diverse backgrounds, experiences, and perspectives. The group consisted of students, families, staff, and community members. The SPAC met virtually four times in 2021 and 2022 and analyzed multiple data sources. The team also had panel discussions which revealed a more nuanced picture of the District and schools within. Additionally, organizational performance indicators provided quantitative measures to inform the evaluation process was used to
ensure our strategic plan maximized opportunities to achieve the District's vision. The Vallejo City Unified School District Board of Education adopted the strategic plan in August 2022, with four focus areas: Equitable Opportunities, Equitable Outcomes, Safe and Supportive Learning Environments, Vibrant Culture of Teaching and Learning, and Community Centered Education. The approved plan also includes an updated vision, mission, and core beliefs and values. The four pillars serve as the basis of the 2024-2025 LCAP broad goals. Furthermore, the key descriptors of these pillars are aligned to the metrics of the VCUSD LCAP plan to ensure coherence between the expectations of the Governing Board and the actions of our school district.

Development of 2026-2027 LCAP Metrics and Target Outcomes
District and site leadership teams regularly reviewed student achievement, attendance, behavior, and school climate data throughout the school year to monitor progress and identify next steps. Multiple data sources, including CAASPP, ELPAC, NWEA MAP, Aeries, and local dashboards, were used to evaluate implementation and effectiveness of LCAP actions and services. Educational partner feedback and analysis of state and local data informed the development of the LCAP metrics, target outcomes, and expenditures.

Trends from Educational Partner Engagement Input that Inform 2025-2026 LCAP Actions, Metrics, and Expenditures
Educational partner feedback reaffirmed the importance of strengthening school culture and connectedness, increasing attendance, expanding academic and behavioral interventions through MTSS, improving communication with families, and providing mental health and wellness supports. Educational partners also emphasized the need to continue improving literacy and mathematics outcomes, support English Learners, strengthen family engagement, and ensure all students have access to safe, supportive, and engaging learning environments. These priorities directly informed the goals, actions, metrics, and expenditures included in the 2026-2027 LCAP.

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers appropriately credentialed Source: VCUSD Human Resources database % "Clear" on Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalent (FTE) report Source: CA School Dashboard (Priority 1A)	100% of teachers appropriately credentialed Source: VCUSD Human Resources database, School Year 2023-2024 82.7% "Clear" on Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalent (FTE) report Source: CA School Dashboard, School Year 2022-2023	100% of teachers appropriately credentialed Source: VCUSD Human Resources database, School Year 2024-2025 66.6% "Clear" on Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalent (FTE) report Source: CA School Dashboard, School Year 2023-2024	100% of teachers appropriately credentialed Source: VCUSD Human Resources database, School Year 2025-2056 57.3% "Clear" on Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalent (FTE) report Source: CA School Dashboard, School Year 2024-2025	100% of teachers appropriately credentialed Source: VCUSD Human Resources database, School Year 2026-2027 92.7% "Clear" on Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalent (FTE) report Source: CA School Dashboard, School Year 2025-2026	% of teachers appropriately credentialed Source: VCUSD Human Resources database % "Clear" on Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalent (FTE) report Source: CA School Dashboard: 35.4 percentage points below baseline School 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 from School Year 2022-2023	0% Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home from School year 2023-2024	0% Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home from School year 2024-2025	0% Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home from School Year 2025-2026	Target met for % Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Scale level (initial, moderate or exemplary) that School & Teacher Leaders implement all desired practice criteria in Implementation Review Leader Survey, Section 1, Question 1.1 (Priority 2A) Source: EL Dimensions, Implementation Review Leader Survey, Section 1, Question 1.1: School and teacher leaders strategically select, enhance, or adapt curricula to ensure that it is standards-aligned and research-based, including (a) supported by research or evidence associated with student achievement, (b) aligned to learning standards, (c) sequenced to maximize opportunities for interdisciplinary connections, and (d) sequenced to ensure vertical alignment.	Level that School & Teacher Leaders implement all desired practice criteria: Moderate from School Year 2023-2024	Level that School & Teacher Leaders implement all desired practice criteria: from School Year 2024-2025	Data Not available	Level that School & Teacher Leaders implement all desired practice criteria: Moderate: Exemplary from School Year 2026-2027	
1.4	Distance Points From Standard in English Language Arts (ELA) Specific Student Groups:	Distance From Standard in English Language Arts (ELA)	Distance Points From Standard in English Language Arts (ELA)	Distance Points From Standard in English Language Arts (ELA)	Distance From Standard in English Language Arts (ELA)	Distance from Standard – English Language Arts (ELA):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	All Students English learners Hispanic/Latino Distance Points From Standard in Math Specific Student Groups: All Students African American Socioeconomically disadvantaged pupils (Priority 4A) Source: CA School Dashboard	Specific Student Groups: All Student Groups: -63.1 English Learners: -94.8 points Hispanic: -73.8 points Distance From Standard in Math Specific Student Groups: All Students -94.2 African American: -146.4 points Socioeconomically Disadvantaged: -103.2 points from School Year 2022-2023	Specific Student Groups: All Students -71.1 English learners -113.7 Hispanic/Latino -83.4 Distance Points From Standard in Math Specific Student Groups: All Students -100.1 African American -129.4 Socioeconomically Disadvantaged -113.7 from School Year 2023-2024	Specific Student Groups: All Students -69.6 English Learners -111 Hispanic/Latino -82.1 Distance Points From Standard in Math Specific Student Groups: All Students -91.8 African American -106.8 Socioeconomically disadvantaged pupils -100.3 from School Year 2024-2025	Specific Student Groups: All Students: -53.1 English Learners: -84.8 points Hispanic: -63.8 points Distance Points From Standard in Math Specific Student Groups: All Students: -84.2 Black or African American: -136.4 points Socioeconomically Disadvantaged: -93.2 points from School Year 2025-2026	All Students: 6.5 points below baseline English Learners: 16.2 points below baseline Hispanic: 8.3 points below baseline Distance from Standard – Math: All Students:2.4 above baseline African American: 39.6 points above baseline Socioeconomically Disadvantaged: 2.9 points above baseline from School Year 2024-2025
1.5	CAASPP English Language Arts (ELA) % Met/Exceeded Standards Specific Student Groups: All Students English Learners (EL group in DataQuest) Hispanic CAASPP Math % Met/Exceeded Standards	CAASPP ELA % Met/Exceeded Standards Specific Student Groups: All Students: 25.41 % English Learners: 4.55% Hispanic: 21.53% CAASPP Math 16.13 % Met/Exceeded Standards	CAASPP ELA % Met/Exceeded Standards Specific Student Groups: All Students 21.64% English Learners:13.86 % Hispanic: 20.0%	CAASPP ELA % Met/Exceeded Standards Specific Student Groups: All Students: 22.88% English Learners:3.33% Hispanic: 17.02% CAASPP Math 14.43 %	CAASPP ELA 35.41 % Met/Exceeded Standards Specific Student Groups: English Learners: 14.55% Hispanic: 31.53% CAASPP Math 26.13 %	CAASPP English Language Arts (ELA): All Students: 2.58 percentage points below baseline English Learners: 1.22 percentage points below baseline Hispanic: 4.51 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Specific Student Groups: Black or African American Socioeconomically Disadvantaged CAASPP Science % Met/Exceeded Standards (Priority 4A) Source: DataQuest	Specific Student Groups: Black or African American: 6.95% Socioeconomically Disadvantaged: 13.22% CAASPP Science 13.08% Met/Exceeded Standards from School Year 2022-2023	CAASPP Math % Met/Exceeded Standards Specific Student Groups: All Students: 13.86% Black or African American: 8.45% Socioeconomically Disadvantaged: 10.82 % CAASPP Science % 30.70 Met/Exceeded Standards from School Year 2023-2024	Met/Exceeded Standards Specific Student Groups: All Students: 14.43% Black or African American: 12.68% Socioeconomically Disadvantaged: 12.33% CAASPP Science 18.37% Met/Exceeded Standards from School Year 2024-2025	Met/Exceeded Standards Specific Student Groups: Black or African American: 16.95% Socioeconomically Disadvantaged: 23.22% CAASPP Science 23.08% Met/Exceeded Standards from School Year 2025-2026	CAASPP Math: All Students: 2.27 percentage points below baseline Black or African American: 1.5 percentage points above baseline Socioeconomically Disadvantaged: 2.4 percentage points below baseline CAASPP Science: All Students: 17.62 percentage points above baseline From School Year 2024-2025
1.6	% NWEA Projected Proficiency Reading Specific Student Groups: English Learners Hispanic % NWEA Projected Proficiency Math Specific Student Groups: Black or African American Socioeconomically Disadvantaged: (Priority 2A)	33.2% NWEA Projected Proficiency Reading Specific Student Groups: English Learners: 3.8% Hispanic: 14.3% 16.7% NWEA Projected Proficiency Math Specific Student Groups: Black or African American: 10.3% Socioeconomically Disadvantaged: 11.9%	33.99% NWEA Projected Proficiency Reading Specific Student Groups: English Learners: 7.5% Hispanic: 12.8% 14.94% NWEA Projected Proficiency Math Specific Student Groups:	30.29% NWEA Projected Proficiency Reading Specific Student Groups: English Learners: 3.4% Hispanic: 25.40% 10% NWEA Projected Proficiency Math Specific Student Groups:	37.59% NWEA Projected Proficiency Reading Specific Student Groups: English Learners: 14.69% Hispanic: 32.15% 30.94% NWEA Projected Proficiency Math Specific Student Groups:	NWEA Projected Proficiency – Reading: All Students: 2.91 percentage points below baseline English Learners: 0.4 percentage points below baseline Hispanic: 11.1 percentage points above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Student Analytics Lab, 8.5 NWEA MAP Projected Scores Dashboard	from Midyear Assessment 2023-2024	Black or African American: 10.29% Socioeconomically Disadvantaged: 11.76% from Midyear Assessment 2024-2025	Black or African American: 11.6% Socioeconomically Disadvantaged: 11.57% from Midyear Assessment 2025-2026	Black or African American: 26.4% Socioeconomically Disadvantaged: 27.3% from NWEA Spring Term 2026-2027	NWEA Projected Proficiency – Math: All Students: 6.7 percentage points below baseline Black or African American: 1.3 percentage points above baseline Socioeconomically Disadvantaged: 0.33 percentage points below baseline
1.7	% of Kindergarten students that score 100% on CORE assessment E, blending CVC words % of Kindergarten students that know all letters and letter sounds % of 1st graders that meet the fluency target of 60 words per minute % of 2nd graders that meet the fluency target of 100 words per minute (Priority 2A) Source: ESGI database	45.45% of Kindergarten students that score 100% on CORE assessment E, blending CVC words 63% of Kindergarten students that know all letters and letter sounds 40.91% of 1st graders that meet the fluency target of 60 words per minute 7.69% of 2nd graders that meet the fluency target of 100 words per minute from School Year 2023-2024	90% of Kindergarten students that score 100% on CORE assessment E, blending CVC words 100% of Kindergarten students that can identify all uppercase letters and 99% identifying lowercase letters. 57% of 1st graders that meet the fluency target of 60 words per minute 36% of 2nd graders that meet	30% of Kindergarten students that score 100% on CORE assessment E, blending CVC words 63.3% of Kindergarten students that can identify all uppercase letters and % identifying lowercase letters. 35.56% of 1st graders that meet the fluency target of 60 words per minute 40.48% of 2nd graders that meet the fluency	55.45% of Kindergarten students that score 100% on CORE assessment E, blending CVC words 73% of Kindergarten students that know all letters and letter sounds 50.91% of 1st graders that meet the fluency target of 60 words per minute 17.69% of 2nd graders that meet the fluency target of 100 words per minute	% of Kindergarten students that score 100% on CORE assessment E, blending CVC words: 15.45 percentage points below baseline % of Kindergarten students that can identify all uppercase letters: data unavailable % of Kindergarten students that can identify all lowercase letters: data unavailable % of 1st grade students that meet

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the fluency target of 100 words per minute from Midyear Assessment 2024-2025	target of 100 words per minute from Midyear Assessment 2025-2026	from School Year 2026-2027	the fluency target of 60 words per minute: 5.35percentage points below baseline % of 2nd grade students that meet the fluency target of 100 words per minute: 32.79 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.

In Year 2, 95% of teachers held clear credentials, and 100% of students had access to standards-aligned instructional materials. Due to the consolidation with Mare Island Health and Fitness Academy and the addition of teachers from schools that closed at the end of the 2024–25 school year, many teachers were new and not yet familiar with the EL model. As a result, we focused on implementing district curriculum with fidelity while intentionally concentrating on one element of the EL model.

According to the 2024-25 dashboard data, student outcomes showed some progress in both Math and ELA. NWEA projected proficiency data also indicated growth compared to the previous year. In grades, Kindergarten through 2nd grade, we continued using UFLI to support reading and phonics development, helping build and improve foundational literacy skills.

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

Most of the allocated funds were spent as planned. However, some materials were not purchased as originally budgeted. This was due to a review of the effectiveness of materials already available at the site, which reduced the need for additional purchases. In addition, adjustments led to shifts in spending, and some funds were redirected or deferred to better meet student needs and align with updated site priorities.

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

The actions taken so far have been mostly effective in supporting progress toward the goal. Most of the actions were implemented and have had a positive impact. However, with the changes in our student population and parent community, we recognize the need to continue reviewing our current actions. We will continue to look at our data and feedback to make any needed adjustments to better meet our goals that reflect our currently needs which in some cases are slightly to significantly different that last year..

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

Based on reflection from 2025-26, changes have been made to better meet the needs of the school. The planned Support Teacher role will not be filled for the upcoming year. Instead, due to an increase in student enrollment and trends in discipline data, the school has identified a greater need for additional administrative support. As a result, a Vice Principal position will be added to help address student behavior, improve school climate, and provide more consistent support for both students and staff.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning	This action outlines the professional learning opportunities for both certificated and classified staff designed to strengthen the instructional program and increase the number of low-income students, English learners, and foster youth who graduate college and/or career ready. Funding will support supplies, contracted vendor services, extra duty agreements for staff working beyond the instructional day, substitute coverage, and salaries and benefits for designated professional learning days. Based on reflection from prior implementation, Vallejo Charter School has made targeted adjustments to better support student achievement for these groups, including the addition of one full-time (1.0 FTE) Teacher Leader position to provide instructional support across grades TK–8. 1.1.a. Teacher Leader will provide leadership in curriculum implementation, effective instructional strategies, program assessment, and application of professional learning. This role is designed to ensure consistent instructional support across all grade levels and improve responsiveness to the needs of our most underserved student groups.	$180,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Other actions have also been refined to enhance implementation fidelity and educator support: 1.1.b Professional Learning Costs: Additional investments will be made in high-quality relevant training opportunities and relevant professional development aligned to school wide goals. 1.1.c Additional Coaching and Collaboration: Funding will support expanded coaching time, professional release days, and substitute coverage to ensure teachers can collaborate in grade-level teams and with the teacher leader for deeper instructional planning and reflection. 1.1.d Targeted ELA Coaching Support: VCS will partner with the VCUSD ELA team and EL along with other external experts to provide targeted support for subgroups with the lowest performance in English Language Arts. This includes structured walkthroughs, feedback sessions, and individualized coaching and/ or services. 1.1.e Targeted Math Coaching Support: Similar efforts will be implemented in mathematics through collaboration with the VCUSD Math team and other external coaches and/or services, focusing on low-performing subgroups and strategy implementation through job-embedded support. 1.1. f Support through additional compensation for teachers and contracted services with external providers to deliver targeted professional development in ELA, Math, and other priority areas such as PBIS and social-emotional learning (SEL), ensuring staff receive ongoing training and support. These refinements aim to provide more cohesive, equitable, and data-responsive systems of support, while ensuring that teacher professional growth translates into improved student outcomes.		
1.2	EL Education Programming	To enhance learning for low-income students, Vallejo Charter School will continue its annual membership and partnership with EL Education,	$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supporting an Project based learning, literacy-focused approach to English Language Arts that integrates rigorous academic content with meaningful, real-world learning experiences. 1.2.a EL Education Contract Vallejo Charter School will renew the annual Cooperation Agreement with EL Education (September–September), which includes services from a School Designer, annual membership dues, and access to professional learning through designated conference slots throughout the school year. 1.2.b Strategic Planning This action also supports strategic planning efforts by funding extra service agreements with associated benefits, as well as materials and meeting supplies. These resources will enable staff collaboration with the Site Leadership Team and EL Education personnel to develop, monitor, and revise strategic plan actions aligned to school improvement priorities and student outcome goals.		
1.3	Structured Early Literacy Program	Vallejo Charter School is committed to ensuring that all students are reading at grade level by the end of third grade. This action supports the implementation of a structured early literacy program rooted in research-based practices that target phonemic awareness, phonics, fluency, oral language, vocabulary, and comprehension in grades TK–3. A structured approach is essential to the academic success of all students, particularly unduplicated students. 1.3.a Additional Staffing This action provides expanded support to strengthen early literacy instruction in grades TK–5 through the use of contracted tutors, additional staff, and/or extra services agreements. These supports will deliver targeted, research-based literacy interventions aligned to student needs, focusing on key areas such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, as well as designated ELD instruction. Personnel will collaborate with classroom teachers to provide small-group instruction, monitor student progress through ongoing data analysis, and ensure alignment with the school's early literacy goals. This approach is	$165,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		designed to ensure that students in the primary grades develop strong foundational reading skills. This action also provides up to six (6) Teaching Assistants or Bilingual Tutors (4.5 FTE), by need in grades K–5, to support targeted literacy instruction and provide timely, data-driven intervention. Teaching Assistants or Bilingual Tutors will work closely with classroom teachers to implement structured literacy practices, support designated ELD instruction, and address individual student needs identified through assessment and ongoing progress monitoring. 1.3.b Supplemental Instructional Materials Funds will be used to purchase supplemental instructional materials, planners, handbooks, portfolios including but not limited to programs such as UFLI Foundations, that align with the school's adopted curriculum and strengthen the implementation of a structured literacy program by providing additional targeted support where needed.		
1.4	Supplemental Learning Software	This action provides academic software that offers scaffolded entry points and differentiated learning pathways to support English Learners and low-income students in accessing grade-level standards and accelerating skill development. 1.4.a Supplemental Software Funds will cover the cost of software subscriptions that enhance instruction and provide personalized learning opportunities. Programs such as Newsela, IXL, Scholastic, Renaissance, and others will be used to support literacy, math, and content knowledge through interactive and adaptive platforms aligned to grade-level expectations. 1.4.b STEAM Materials and Programming Funds will be allocated to support STEAM (Science, Technology, Engineering, Arts, and Mathematics) through the purchase of instructional materials, hands-on learning kits, and supplemental resources that	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		promote inquiry-based and project-based learning. Programming may include enrichment opportunities, integration of technology tools, and activities that build critical thinking, creativity, and problem-solving skills, helping students connect academic content to real-world applications.		
1.5	Enhanced Arts Programming	This action provides funding to strengthen Vallejo Charter's visual and performing arts (VAPA) program, ensuring that low-income students and specifically homeless youth, foster youth, and English Learners—have equitable access to a wide range of high-quality arts experiences that support creativity, cultural expression, and student engagement. 1.5.a Visual and Performing Arts Contracts VCS will contract with local visual and performing artists to deliver at least 1 weekly arts class/seminar, with targeted inclusion of historically underserved student groups. These partnerships will also support twice-yearly student showcases. 1.5.b Art and/or VAPA Specialists The school will employ an arts or VAPA support person to strengthen and support the delivery of high-quality, consistent weekly instruction for students in grades 1–8. This individual will help embed arts instruction into the school day, promote alignment with the ELA curriculum, and ensure equitable access to visual and performing arts education. Due to shortened schedule, TK and Kinder will receive a limited/one time specialized seminar(s). 1.5.c Arts Materials, Space Development, and Schoolwide Identity Funds will be allocated to purchase art materials and supplies to support high-quality instruction and student creativity. In addition, resources will be used to enhance and revitalize designated arts spaces on campus and to strengthen the school's visual identity and focus on the arts. This may include the development of murals, displays of student artwork, and other projects that promote school pride, cultural representation, and a cohesive arts-centered environment.	$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Curriculum Enrichment Programming	This action focuses on enhancing academic programming to include early literacy, college and career readiness, and STEAM (Science, Technology, Engineering, Arts, and Mathematics) through specialized support and the integration of enrichment materials that provide students with additional learning opportunities. 1.6.a Curriculum Enrichment Materials Funds will be allocated for the purchase of supplementary curriculum materials across all subject areas, including STEAM, to complement and reinforce classroom instruction. Materials may include, but are not limited to, planners, instructional guides, portfolios, handbooks, and other educational resources that support student learning. These resources will enhance and personalize learning experiences while promoting the development of critical thinking, collaboration, communication, and problem-solving skills that are essential for college and career readiness. 1.6.b District-Adopted ELA Curriculum Materials To continue addressing gaps in learning and strengthening ELD instruction, Vallejo Charter School will purchase and implement district-adopted English Language Arts (ELA) curriculum materials. These materials provide a consistent, structured framework for literacy instruction across all grade levels and ensure that teachers—particularly those new to the profession or site—have the tools and resources needed to deliver high-quality, standards-aligned instruction. In addition, the school will utilize supplemental curriculum resources, including but not limited to Expeditionary Learning materials in ELA, to provide targeted support and further meet the diverse needs of students while building skills connected to college and career readiness. 1.6.c College and Career Readiness This action supports the development of a comprehensive college and career readiness program designed to prepare students for future academic and career success. Vallejo Charter School may explore and/or implement components of programs such as AVID, EL Education, TED speaking and presentation programs, and other available programs to strengthen student organization, academic habits, communication and presentation skills, leadership development, collaboration, and postsecondary preparedness. Funds may be used to purchase planners,	$156,924.00	Yes

Action #	Title	Description	Total Funds	Contributing
		guides, portfolios, services, consultants, handbooks, and other supplemental organizational and college and career readiness materials that support goal setting, time management, academic accountability, effective communication, collaboration, public speaking, and increased college and career awareness. Students will participate in assemblies, guest speaker presentations, career exploration activities, presentations, and student-led projects that increase awareness of college and career pathways while promoting critical thinking, communication, collaboration, public speaking, and leadership skills. Funds will also support the purchase of instructional materials and resources that enhance college and career exploration opportunities and help students develop the communication abilities, skills, knowledge, habits, confidence, and organizational strategies necessary for long-term academic achievement and professional success. 1.6.d STEAM (Science, Technology, Engineering, Arts, and Mathematics) Funds will be allocated to support STEAM-focused instruction through the purchase of materials, technology tools, and hands-on learning resources that promote inquiry-based and project-based learning. Programming may include enrichment opportunities, integration of real-world problem solving and activities that build critical thinking, creativity, collaboration, and innovation. These experiences will support both academic achievement and college and career readiness by helping students connect classroom learning to future pathways.		
1.7	21st Century Technology Environments	This action supports the maintenance and enhancement of 21st-century learning environments by ensuring that low-income, English Learner, and foster youth students have access to the technology and resources necessary for academic success. These improvements align with the VCUSD Technology Plan and aim to create an equitable, technology-rich environment for both students and staff. 1.10.a Maintenance and Enhancement of School Site Technology Funds will be used to purchase and maintain both hardware and software to support and enhance technology-based learning environments. This includes maintaining a ratio of at least one device per student, replacing aging devices, and ensuring access to current, reliable technology.	$420,621.58	Yes

Action #	Title	Description	Total Funds	Contributing
		Investments will also include network infrastructure and servers to support secure data management, connectivity, and system performance. Ongoing upgrades will ensure the efficient and effective use of technology for both student learning and staff productivity. 1.10.b Library Media Technician A 1.0 FTE Library Media Technician will be employed to facilitate student and staff access to textbooks, technology and library media resources. This role will help ensure seamless integration of technology in the learning environment and provide essential support for maintaining and utilizing technology across the school sites. 1.10.c 21st Century Materials, Supplies and/or Furniture To support student learning and the Portrait of a Graduate, Vallejo Charter School will purchase flexible classroom materials, supplies, equipment, furniture, and technology that promote collaboration, focus, and student engagement. This includes updates and enhancements to shared learning spaces such as the multi-purpose room (MPR), including audio-visual equipment, sound systems, and related technology to support assemblies, presentations, performances, and schoolwide events. These investments will create dynamic, adaptable environments that support 21st-century learning and student success.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 1C) Source: CA School Dashboard	Report Year 2022-2023	Extreme Deficiencies) Report Year 2023-2024	Extreme Deficiencies) Report Year 2024-2025	Extreme Deficiencies) Report Year 2025-2026	Extreme Deficiencies)
2.2	% Average daily attendance (Priority 5A) Source: Student Analytics Lab	91.66% Average daily attendance School Year 2023-2024	92.01% Average daily attendance School Year 2024-2025	91.75% Average daily attendance School Year 2025-2026	94% Average daily attendance School Year 2026-2027	0.09 percentage points above standard
2.3	% of Students chronically absent Specific Student Groups: English Learners (Priority 5B) Source: CA School Dashboard and Student Analytics Lab	42.4% of Students chronically absent Specific Student Groups: English Learners: 55.1% Source: CA School Dashboard Report Year 2022-2023 29.4% of Students chronically absent Specific Student Groups: English Learners: 32.9% Source: Student Analytics Lab Trimester 3 School Year 2023-2024	% of Students chronically absent Specific Student Groups: English Learners: 43.5% Source: CA School Dashboard Report Year 2023-2024 25.7% of Students chronically absent Specific Student Groups: English Learners: 23.1% Source: Student Analytics Lab Trimester 3 School Year 2024-2025	32.4% of Students chronically absent Specific Student Groups: English Learners: 28.4% Source: CA School Dashboard Report Year 2024-2025 27.1% of Students chronically absent Specific Student Groups: English Learners 27.5:% Source: Student Analytics Lab Trimester 3 School Year 2025-2026	32.4% of Students chronically absent Specific Student Groups: English Learners: 45.1% Source: CA School Dashboard Report Year 2025-2026 19.4% of Students chronically absent Specific Student Groups: English Learners: 22.9% Source: Student Analytics Lab Trimester 3 School Year 2026-2027	% of students chronically absent: 1.1 percentage points above baseline % of English Learners chronically absent: 11.6 percentage points below baseline Source: CA School Dashboard: % of students chronically absent: 3.7 percentage points below baseline % of English Learners chronically absent: 9.8 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Source: Student Analytics Lab
2.4	% of Middle School (7th and 8th grade) students who have dropped out of school (Priority 5C) Source: CALPADS and Student Analytics Lab, measured by CALPADS 1.14 report, and student counts from Student Analytics Lab of students who exited at the end of the academic year two years prior or exited during the prior academic year.	0.9% of Middle School (7th and 8th grade) students who have dropped out of school School Year 2022-2023	0% of Middle School (7th and 8th grade) students who have dropped out of school School Year 2023-2024	0.8% (2 students) of Middle School (7th and 8th grade) students who have dropped out of school School Year 2024-2025	0% of Middle School (7th and 8th grade) students who have dropped out of school School Year 2025-2026	0.9 percentage points below baseline
2.5	% of Middle School students at risk for dropout: chronically absent, has a suspension, and low performance on NWEA reading score (Priority 5D) Source: Student Analytics Lab data	7.32% of Middle School students at risk for dropout: chronically absent, has a suspension, and low performance on NWEA reading score School Year 2023-2024	6.0% of Middle School students at risk for dropout: chronically absent, has a suspension, and low performance on NWEA reading score School Year 2024-2025	2.08% of Middle School students at risk for dropout: chronically absent, has a suspension, and low performance on NWEA reading score School Year 2025-2026	Target is to decrease rate by half: 3.66% of Middle School students at risk for dropout: chronically absent, has a suspension, and low performance on NWEA reading score School Year 2026-2027	5.24 percentage points below baseline
2.6	% of students suspended once or more Specific Student Groups:	12.2% of students suspended once or more	12.7% of students suspended once or more	6.2% of students suspended once or more	Target is to decrease baseline outcomes by half:	% of students suspended once or more: 0.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	African American English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities (Priority 6A) Sources: CA School Dashboard and Student Analytics Lab	Specific Student Groups: African American: 24.3% English Learners: 8.6% Hispanic: 11.6% Socioeconomically Disadvantaged: 13.1% Students with Disabilities: 22.7% Source: CA School Dashboard: 2022-2023 13.63% of students suspended once or more Specific Student Groups: African American: 27.59% English Learners: 10.98% Hispanic: 10.14% Socioeconomically Disadvantaged: 16.08% Students with Disabilities: 20.63% Source: Student Analytics Lab School Year 2023-2024	Specific Student Groups: African American: 22.6% English Learners: 10.6% Hispanic: 10.4% Socioeconomically Disadvantaged: 14.2% Students with Disabilities: 24.2% Source: CA School Dashboard: 2023-2024 6.1% of students suspended once or more Specific Student Groups: African American: 10.53% English Learners: 2.56 % Hispanic: 3.70% Socioeconomically Disadvantaged: 4.86% Students with Disabilities: 12.28% Source: Student Analytics Lab School Year 2024-2025	Specific Student Groups: African American: 12.9% English Learners: 4.5% Hispanic: 4.2% Socioeconomically Disadvantaged: 7.1% Students with Disabilities: 13.6% Source: CA School Dashboard: 2024-2025 3.42% of students suspended once or more Specific Student Groups: African American: 8.05% English Learners: 3.39 % Hispanic: 3.13% Socioeconomically Disadvantaged: 3.55% Students with Disabilities: 6.94% Source: Student Analytics Lab School Year 2025-2026	6.1% of students suspended once or more Specific Student Groups: African American: 12.15% English Learners: 4.3% Hispanic: 5.8% Socioeconomically Disadvantaged: 6.55% Students with Disabilities: 11.35% Source: CA School Dashboard: 2025-2026 6.81% of students suspended once or more Specific Student Groups: African American: 13.8% English Learners: 5.49% Hispanic: 5.07% Socioeconomically Disadvantaged: 8.04% Students with Disabilities: 10.32%	percentage points above baseline African American: 1.7 percentage points below baseline English Learners: 2.0 percentage points above baseline Hispanic: 1.2 percentage points below baseline Socioeconomically Disadvantaged: 1.1 percentage points above baseline Students with Disabilities: 1.5 percentage points above baseline Source: Ca School Dashboard % of students suspended once or more: 7.53 percentage points below baseline African American: 17.06 percentage points below baseline English Learners: 8.42 percentage

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Panorama survey not administered in the 25-26 school year		
2.9	% of classrooms visited that "Teacher body language and nonverbal communication promotes a safe learning environment." was marked "Evident", as measured by # of classes marked "Evident" over total # of classes observed. (Priority 6C) Source: EL Dimensions, Reports, End of Year Walkthroughs, Teacher Presence section, Question 1B	50% of classrooms visited that "Teacher body language and nonverbal communication promotes a safe learning environment." was marked "Evident" School Year 2023-2024	% of classrooms visited that "Teacher body language and nonverbal communication promotes a safe learning environment." was marked "Evident" School Year 2024-2025	Data not yet available	60% of classrooms visited that "Teacher body language and nonverbal communication promotes a safe learning environment." was marked "Evident" School Year 2026-2027	

Goal Analysis [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.

This year, Vallejo Charter School advanced VCUSD Strategic Plan Pillar 2 by implementing equitable and responsive practices designed to foster safe, supportive learning environments for all students and staff. The school monitored progress using data on daily attendance, wellness supports, and supervision systems, while providing targeted services for English learners, low-income students, and other identified student groups. Overall, planned actions were implemented with fidelity. Enhanced adult supervision, expanded social-emotional learning supports, and increased opportunities for student engagement contributed to a more positive, structured, and inclusive school climate.

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

Vallejo Charter School identified differences between budgeted and estimated actual expenditures across several areas. Due to hiring freezes, some planned staffing positions, including instructional assistants (TAs), were not filled at the originally intended levels. To address this gap, the school utilized external vendors to provide tutoring services that supported general education classrooms and multilingual learners, including the addition of a bilingual tutor. Additional recess supervision was also secured through contracted services to maintain student safety and support. As a result, the estimated actual percentage of services is slightly higher than originally projected.

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

To date, Vallejo Charter School has made progress toward the goal of providing safe and supportive learning environments; however, the effectiveness of specific actions has been mixed due to implementation challenges. While foundational systems such as PBIS and social-emotional learning (SEL) supports were in place and contributed positively to the school climate, there is a need to continue refining and strengthening these systems to ensure consistent and sustained impact.

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

Reflecting on the prior year's implementation, Vallejo Charter School has made several adjustments to better align actions with district goals and improve student outcomes. VCS plans to strengthen the impact of PBIS and social-emotional learning (SEL) programs by increasing resources for ongoing staff training and implementation support, while also developing more targeted interventions for English learners and low-income students. In addition, metrics will be refined to include more frequent monitoring of student engagement and behavior data, and target outcomes for the coming year will emphasize timely service delivery, greater consistency in supports, and improved outcomes for unduplicated student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive School Culture and Climate	This action supports the implementation and enhancement of programs designed to promote a positive school climate and culture, reduce suspension, referral, and expulsion rates, and improve student attendance, with a focus on low-income students and identified VCUSD student groups. Strategies will include proactive attendance monitoring, family outreach, and incentives to encourage consistent student participation and engagement.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.1.a Site-Based Programs Vallejo Charter School will implement a clearly defined Positive Behavioral Interventions and Supports (PBIS) framework to promote and maintain positive student behavior across all school settings. This includes the development of consistent behavior expectations for classrooms and common areas, a structured approach to ongoing behavior instruction, and systems for recognizing and reinforcing positive actions. To strengthen this effort, VCS will also integrate programs like the PAX Good Behavior Game, along with additional social-emotional learning programs to support student well-being and foster a safe, supportive school climate. 2.1.b Site-Based Restorative Practices Vallejo Charter School will continue to strengthen the implementation of restorative practices as a key component of school culture and student support. This work will be supported through trained site staff leading implementation efforts and through partnership with internal or external positions or organizations, which provides support both staff and students. These partnerships will help integrate mindfulness practices into daily routines and reinforce PBIS and SEL strategies to maintain a positive and inclusive school environment. 2.2.c Student Incentives and Recognition Funds will be used to provide materials and resources for activities and incentives that support both in-school and after-school engagement, including but not limited to attendance, academic achievement, and PBIS recognition systems.		
2.2	Student Wellness and Mental Health	This action will support the development of mental health programs and supports for low income, English learner and foster youth students, families, and staff. This will include addressing those experiencing trauma. 2.2.a Wellness Staffing Up to 2.0 FTE Mental Health Support Specialist will be employed to provide mental health services to students under the direction of a highly experienced school psychologist. Resources may also be used to provide	$145,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		additional services that address identified student needs. This may include the addition of another qualified support provider such as a Counselor or Behavior Specialist through contracted services outside of VCUSD to expand access to mental health and wellness supports for students. 2.2.b Wellness Center Enhancements This action will support the development and maintenance of a Wellness center and additional spaces for Mental Health Services. This action includes materials and furniture and supplies.		
2.3	Student Supervision and Safety	This action provides adequate staffing trained in PBIS to ensure student safety on campus and assist with building a positive school climate and culture. 2.3.a Site Safety Supervisor Up to 2.0 FTE site safety supervisors supporting students middle school grades. These staff members will assist other staff with promoting positive student behavior and building relationships with students. Funds will support staffing, extra hours, supplies and additional training as needed. 2.3.b Additional Supervision Additional supervision, which may require contracted or extended services, will be utilized to increase supervision outside of the classroom such as during recess, on buses, and at dismissal to help ensure student safety.	$190,000.00	Yes
2.4	Project Based Learning Enriched Learning	This action will support access to low income students to participate in enrichment activities that increase students' understanding of learning in connection with the real world. 2.4.a Project Based Learning Activities Funding to support student participation in offsite activities or programs brought on site that enrich classroom learning. Funds will be used for contracts, materials, guest speakers, field trip admission, and transportation.	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.4.b Student Clubs and Project Based Learning Crew Activities Funding will support the planning and implementation of activities during and after school to promote student engagement, including but not limited to high-interest clubs, hands-on learning experiences during the school day, and Project Based Learning activities. These funds will cover additional staff hours, materials, and related services.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of English Learner (EL) students making progress toward English language proficiency on the ELPAC (Priority 4E)	31.5% of English Learner (EL) students making progress toward English language proficiency on the ELPAC Report Year 2022-2023	28.9% of English Learner (EL) students making progress toward English language proficiency on the ELPAC	43.3% of English Learner (EL) students making progress toward English language proficiency on the ELPAC	41.5% of English Learner (EL) students making progress toward English language proficiency on the ELPAC	11.8 percentage points above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard		Report Year 2023-2024	Report Year 2024-2025	Report Year 2025-2026	
3.2	% Projected Proficiency in Reading for EL student group (Priority 4E) Source: Student Analytics Lab	4.69% Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2023-2024	12.5 % Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2024-2025	2.97 % Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2025-2026	Target is to double the baseline: 9.38 % Projected Proficiency in Reading for EL student group. Midyear Assessment, School Year 2026-2027	1.72 percentage points below baseline
3.3	% of English Learner students reclassified as fluent English proficient (Priority 4F) Source: DataQuest, Annual Enrollment Data, Enrollment by English Language Acquisition Status (ELAS) and Grade	9.7% of English Learner students reclassified as fluent English proficient School Year 2022-2023	6.3% of English Learner students reclassified as fluent English proficient School Year 2023-2024	6.3% of English Learner students reclassified as fluent English proficient School Year 2024-2025	19.7% of English Learner students reclassified as fluent English proficient School Year 2025-2026	3.4 percentage points below baseline
3.4	% of General Education students enrolled in courses described in Ed. Code 51210 and Ed. Code 51220, as applicable (Priority 7A) Source: Aeries SIS	100% of General Education students enrolled in courses described in Ed. Code 51210 and Ed. Code 51220, as applicable School Year 2023-2024	100% of General Education students enrolled in courses described in Ed. Code 51210 and Ed. Code 51220, as applicable 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	% of low-income, English Learner, or Foster Youth students who participate in after-school programs (Priority 7B) Source: Student Analytics Lab	24.1 % of low-income students participate in after-school programs 5.6% of English Learner students who participate in after-school programs 0.5% of Foster Youth students participate in after-school programs School Year 2023-2034	27.1 % of low-income students participate in after-school programs 6.0% of English Learner students who participate in after-school programs 0.5% of Foster Youth students participate in after-school programs School Year 2024-2025	% % of low-income students participate in after-school programs % of English Learner students who participate in after-school programs % of Foster Youth students participate in after-school programs School Year 2025-2026	34.1% of low-income students participate in after-school programs 5.6% of English Learner students who participate in after-school programs 1% of Foster Youth students participate in after-school programs School Year 2026-2027	% of low-income students who participate in after-school programs: 3.0 percentage points above baseline English Learners: 0.4 percentage points above baseline Foster Youth: no change from baseline
3.6	% of staff who participate in professional development that includes intervention strategies for English Learner students (Priority 2B) Source: Professional Learning dept. data	84% of staff who participate in professional development that includes intervention strategies for English Learner students School Year 2023-2024	90% of staff who participate in professional development that includes intervention strategies for English Learner students School Year 2024-2025	Data not yet available	94% of staff who participate in professional development that includes intervention strategies for English Learner students School Year 2026-2027	6 percentage points above baseline
3.7	% of staff who participate in professional development that includes intervention strategies for students with disabilities	42% of staff who participate in professional development that includes intervention strategies for students with disabilities	48% of staff who participate in professional development that includes intervention strategies for	Data not yet available	52% of staff who participate in professional development that includes intervention strategies for	6 percentage points above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 7C) Source: Professional Learning department data	School Year 2023-2024	students with disabilities School Year 2024-2025		students with disabilities School Year 2026-2027	

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.

Tier 1 supports were enhanced through professional development centered on Universal Design for Learning (UDL), trauma-informed practices, and culturally responsive teaching. Although the plan included expanding intervention supports, full implementation was delayed due to hiring challenges, including shortages of Teacher Assistants and delays in launching tutoring programs. As a result, some grade levels received less targeted small-group intervention support than originally planned.

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

During the implementation of the LCAP last year, there were some differences between what was budgeted and what was actually spent. These differences were mainly due to staffing challenges and changes in how services were provided. Some positions, such as Teacher Assistants, were unfilled for most of the year. To continue providing needed supports, we had to contract services. While funds were not spent on Teacher Assistant positions, those funds were redirected to contracted services, which were significantly more expensive. In addition, some professional development activities and services were delayed or adjusted to better fit the school's needs and schedule. Together, these factors contributed to the differences between the original budget and actual expenditures.

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

Overall, the actions taken toward Goal 3 have shown moderate success. We've seen strong progress in Tier 1 supports, especially in academic instruction, PBIS, and early literacy in grades TK–3. These efforts have helped create a more positive classroom environment and led to improvements in reading.
At the same time, Tier 2 and Tier 3 supports haven't been as consistent, particularly in the upper grades, which has limited their impact. While teams are using data more effectively and working together more closely, we haven't yet seen the full results we were aiming for. Moving forward, it will be important to continue building staffing and support systems so all students can consistently access the academic and behavioral support they need.

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

Based on what we learned last year, we've made some changes to our goals, metrics, and actions to better meet student needs. Again this year, we're placing a stronger focus on staffing so that supports and interventions can be provided more consistently. We've also updated our metrics and targets to make them clearer and more realistic based on the resources we have. These changes are meant to improve how well we support students both academically and behaviorally across all grade levels.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Multi-Tiered Systems of Support (MTSS)	This action supports the development, implementation, maintenance and enhancement of the VCUSD Multi-Tiered System of Supports framework focused on interventions to improve outcomes for our low income, English learner and foster youth. Funds will be allocated for extra hours for staff, substitute costs, services and supplies. 3.1.a MTSS Development Focused work on development of MTSS for grades PreK – 12 will result in increased support to sites for implementation of intervention within and beyond the school day in English Language Arts, English Language Development, and mathematics, attendance and behavior. This work will include improved systems for implementing and monitoring student 504 Plans. Tier 2 interventions will focus on student needs aligned to the reteaching of grade level essential standards. Tier 3 interventions will focus on the teaching and/or reteaching of essential standards from previous grade levels. 3.1.b MTSS Specialist A MTSS Specialist will be added given the description as provided by VCUSD. 3.1.c Content Math, English Language Arts and Writing Intervention Content intervention both site based and through contracted services funding will be used to differentiate instruction in English Language Arts and mathematics and support the continued growth of all students, with a priority on students not yet meeting standards in grades 1-8. Literacy	$625,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intervention materials and or services by outside vendors will be identified and implemented for students in preschool, transitional kindergarten and kindergarten as well as all other grades. Intervention services and materials will also be used for writing across the curriculum in grades K-8. 3.1.d Addition of additional Tier 2, Tier 2 Staffing or Services This action also includes the addition of Tier 2 and Tier 3 staff or services to more effectively address students' social-emotional learning (SEL) needs. As the student population grows, expanding Tier 2 and Tier 3 supports will enhance the school's capacity to improve school climate, strengthen social-emotional supports, and refine discipline systems. These investments will also help ensure the consistent and effective implementation of schoolwide SEL initiatives, ultimately creating a more supportive and responsive learning environment. Staffing will include a Vice Principal and/or outside contractors/vendors for services.		
3.2	Targeted Services for Multilingual Learners (ML)	This action provides differentiated interventions for English Learners (EL) also referenced as Multilingual Learners (ML). 3.2.a Two (2) Classroom based Bilingual Tutor Support - 1.5 FTE Bilingual tutors will provide differentiated support to identified English learners during the school day in order to support English language development and access to core subjects. Equivalent services may be provided via an outside contract in the event of unfulfilled staffing vacancies through VCUSD's hiring process. 3.2.b Professional Learning around Differentiating Support for ML students Providing training, coaching and feedback around intentional strategies that accelerate and or amplify language development for targeted ML student groups, particularly newcomers, LTELs and dually identified students.	$130,768.22	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Targeted Services for Foster Youth	This action provides foster youth with additional supports to support academic and other needs. Funds will provide for supplies and services as determined by individual need.	$500.00	Yes
3.4	Targeted Supports for School Climate and Student Engagement	This action will provide training and support for designated staff at Vallejo Charter School to implement restorative practices that strengthen school climate and culture, particularly for African American, English Learners, Hispanic, socioeconomically disadvantaged students, and students with disabilities. Support may include the use of specialized programs and contracted vendors with expertise in restorative practices. 3.4.a Restorative Justice Training This activity is implemented in collaboration with VCUSD to support school sites in improving climate and student engagement, particularly for schools or student groups that performed at the lowest levels based on Dashboard data 3.4.b SEL Programs, Training, and Implementation Vallejo Charter School will provide programs, training, materials, and support to implement site-based restorative practices aligned with VCUSD's SEL priorities, ensuring consistent and effective integration of social-emotional learning across the school.	$221,000.00	No Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education (Priority 3A)	53% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education	20% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be	40% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be	63% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be	33 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: LCAP Annual Survey	School Year 2023-2024	involved in their child's education School Year 2024-2025	involved in their child's education School Year 2025-2026	involved in their child's education School Year 2026-2027	
4.2	# of family engagement activities beyond required activities (Priority 3A) Source: VCS Master Calendar	4 family engagement activities beyond required activities School Year 2023-2024	5 family engagement activities beyond required activities School Year 2024-2025	5 family engagement activities beyond required activities School Year 2025-2026	Target is to increase # of events by 50% of baseline: 6 family engagement activities beyond required activities School Year 2026-2027	1 family engagement activities above baseline
4.3	% of target # of Charter Council meetings that occurred (Priority 3A) Source: Charter Council meeting calendar	88% of target # of Charter Council meetings that occurred School Year 2023-2024	90% of target # of Charter Council meetings that occurred School Year 2024-2025	100% of target # of Charter Council meetings that occurred School Year 2025-2026	100% of target # of Charter Council meetings that occurred School Year 2026-2027	12 percentage points above baseline
4.4	% of target # of ELAC meetings (4 meetings) occurred (Priority 3B) Source: ELAC meeting calendar events and agenda	25% of target # of ELAC meetings occurred School Year 2023-2024	50% of target # of ELAC meetings occurred School Year 2024-2025	75% of target # of ELAC meetings (4 meetings) occurred School Year 2025-2026	75% of target # of ELAC meetings occurred School Year 2026-2027	50 percentage points above baseline
4.5	% of family events with interpretation provided (Priority 3B) Source: Interpreter staff reporting	8 Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided	8 Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc)	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc)	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc)	Target met for % of Individual Student/Parent Meetings with translation provided: no

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2 Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2023-2024, Quarter 3	with translation provided 4 Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2024-2025, Quarter 3	with translation provided 100% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2025-2026, Quarter 3	with translation provided 100% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2026-2027, Quarter 3	change from baseline Target met for % of Family/Group Events with translation provided: 2 events above baseline
4.6	% Parent attendance in IEP meetings (Priority 3C) Source: Google Survey and Statewide Indicator 8	61% Parent attendance in IEP meetings School Year 2022-2023	71% Parent attendance in IEP meetings School Year 2023-2024	100% Parent attendance in IEP meetings School Year 2024-2025	Target is to increase by 10% points each year: 91% Parent attendance in IEP meetings School Year 2025-2026	39 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.

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

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

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

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

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

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

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

Metric 4.5 Outcome changed from # to % of family events with interpretation provided to capture the rate that translation is provided.
Metric 4.6 School years updated to reflect correct information

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Engagement Events	This action provides resources to ensure families are able to participate in Vallejo Charter School events, including Charter Council, ELAC, school showcase events, parent education workshops, and family activities.	$8,254.90	Yes

Action #	Title	Description	Total Funds	Contributing
		Funds will support services and materials necessary to increase access and participation, including meeting supplies, translation and interpretation, childcare, transportation, and food. Additional resources will be used to develop and distribute accessible communication materials both print and digital to ensure families of low-income students, English Learners, and foster youth are informed, connected, participate and able to actively engage in their child’s education.		
4.2	Parent Engagement Staffing	Funds will support staffing needed to effectively plan, coordinate, and implement family engagement and outreach efforts. This may include additional hours for existing staff or supplemental support to organize meetings, facilitate workshops, conduct targeted outreach, and maintain ongoing communication with families. Staff will ensure engagement strategies are inclusive, culturally responsive, and accessible, helping to strengthen school-home partnerships and increase participation among priority student groups.	$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from 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.

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.

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

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

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
6		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
11		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
12		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
13		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
14		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from 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.

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.

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
15		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from 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.

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.

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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.

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

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
$$1,798,340.00	$220,266.00

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
35.272%	6.716%	$337,178.81	41.988%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Learning **Need:** Student subgroup performance demonstrated several areas of growth and stability. African American students showed the largest increase, improving by 9.8 points. Socially disadvantaged students also demonstrated	VCS will continue to prioritize instructional coaching, targeted intervention, and professional learning to strengthen academic outcomes for all students, with a particular focus on unduplicated pupils. Through ongoing collaboration with educational partners, staff will receive support in implementing high-quality instructional practices, analyzing student data, and providing targeted interventions for students requiring additional	1.5, 1.6, 3.6 VCS will continue utilize Implementation Review data and coaching logs as part of the metrics to measure effectiveness.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	significant growth, increasing by 7.0 points. English Learners maintained their performance with a 2.7-point gain, while Hispanic students sustained progress with a 1.3-point increase. Students with disabilities were the only subgroup to experience a decline, decreasing by 6.2 points, indicating a continued need for targeted supports and interventions to improve outcomes for this student group. VCUSD and Educational partners have recommended VCS focus on professional learning for all staff to build a coherent Tier 1 instructional program for ELA and Math with a strong focus on early literacy skills. **Scope:** Schoolwide	academic support. Professional development, coaching cycles, and collaborative planning opportunities will be leveraged throughout the school year to ensure consistent implementation of effective instructional strategies. This action specifically targets English Learners, low-income students, and foster youth by increasing access to high-quality instruction, intervention supports, and differentiated learning opportunities. VCS expects that, with full implementation, these students will continue to demonstrate academic growth and improved outcomes. Recent data indicate positive gains among English Learners (+2.7 points), African American students (+9.8 points), and socioeconomically disadvantaged students (+7.0 points). Additional targeted supports will be provided to address the identified needs of students with disabilities. Due to the integrated nature of these services and supports, the benefits of this action will extend schoolwide. Specific Student Groups this Action Addresses: English Learners Socioeconomically Disadvantaged Students Foster Youth African American Students Students with Disabilities	
1.2	**Action:** EL Education Programming **Need:** Based on the 2025 California Assessment for Student Performance and Progress (CAASPP), English Learners maintained	VCS utilizes district and other educational partners, including EL Education, as a way to bridge learning for unduplicated students through project-based learning, literacy-focused instruction, professional learning, and strategic planning support.	1.4, 1.6 VCS will continue to utilize Implementation Review data and implementation of EL Education program as part of the metrics to

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
	growth of 2.7 points, Hispanic students maintained growth of 1.3 points, African American students increased by 9.8 points, and socioeconomically disadvantaged students increased by 7.0 points. While these results demonstrate positive progress, educational partners continue to identify the need for a comprehensive curriculum that connects real-world learning to classroom instruction, builds literacy skills, and provides multiple opportunities for students to access and use academic language. **Scope:** Schoolwide	This action is principally directed toward English Learners and socioeconomically disadvantaged students. VCS anticipates that with full implementation of this action, these students will continue to demonstrate academic growth and increased engagement Specific Student Groups this Action Addresses: English Learners and Hispanic Students (ELA) African American and Socioeconomically Disadvantaged Students (Math) African American, English Learners, Hispanic, Socioeconomically Disadvantaged Students, and Students with Disabilities (Suspension Rate))	determine effectiveness if available.
1.3	**Action:** Structured Early Literacy Program **Need:** Based on Winter 2025–26 NWEA MAP Reading data, 22% of second-grade students met or exceeded benchmark, 38% of third-grade students met or exceeded benchmark, and 25% of fourth-grade students met or exceeded benchmark. While these results reflect growth from 2024 performance levels, they indicate a continued need to strengthen foundational literacy skills and ensure students are reading proficiently by the end of third grade. As part of the Vallejo City Unified School District, VCS is committed to ensuring all	VCS understands the importance of just in time interventions as students are learning the building blocks of reading. To supports students in the early grades (Kinder, First and Second), VCS will provide additional classroom support so that students get the feedback and assistance needed to stay on track to be reading at grade level by the end of third grade. This action is targeted to low-income students. VCS anticipates with the full implementation of this action, these students will be on par or outperform their peers. Given the nature of this action, it will impact students schoolwide. Specific Student Groups this Action Addresses: English Learners and Hispanic (ELA)	1.6, 1.7 VCUSD and VCS will continue to monitor student progress throughout the year using NWEA MAP Reading assessments in grades 1–5 and CORE literacy assessments in grades TK–2. Implementation of the structured literacy program will also be monitored through district and site learning walks. Assessment and observation data will be reviewed at both the district and school levels

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students read at grade level by the end of third grade. Educational partners continue to support a structured literacy approach grounded in the science of reading, with targeted interventions and additional instructional support provided to address the needs of struggling readers, particularly English Learners and socioeconomically disadvantaged students. **Scope:** Schoolwide		on a regular basis, with action plans developed and adjusted at least quarterly to address identified needs and support continuous improvement.
1.4	**Action:** Supplemental Learning Software **Need:** Based on the 2025 California Assessment for Student Performance and Progress (CAASPP), English Learners maintained growth of 2.7 points, Hispanic students maintained growth of 1.3 points, African American students increased by 9.8 points, and socioeconomically disadvantaged students increased by 7.0 points in English Language Arts. In Mathematics, overall performance increased by 8.3 points, with African American students increasing by 22.6 points, English Learners by 26.5 points, socioeconomically disadvantaged students by 13.4 points, Hispanic students by 11.6 points, and students with disabilities by 13.9 points. While these results reflect positive progress, achievement gaps persist among student groups, particularly in English Language Arts and Mathematics.	VCS will continue to provide educational software and STEAM learning opportunities that are aligned to California standards. These resources provide differentiated learning pathways, scaffolded support, and additional opportunities for students to practice literacy, mathematics, and critical thinking skills both at school and at home. This action is principally directed toward English Learners and socioeconomically disadvantaged students. VCS anticipates that with full implementation of this action, these students will continue to demonstrate academic growth and increased engagement. Given the nature of these resources and their integration into classroom instruction, intervention, enrichment, and home learning, this action is provided on a schoolwide basis and benefits all students while addressing the needs of unduplicated pupils. Specific Student Groups this Action Addresses: English Learners and Hispanic Students (ELA),	1.6 VCS will continue to monitor implementation and effectiveness of selected software through assessments integrated into software programs.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partners, particularly English Learner families, continue to recommend that VCS provide educational software programs that reinforce classroom instruction, support language development, and provide students with additional opportunities to practice literacy and mathematics skills both at school and at home. Educational partners have also expressed the importance of STEAM opportunities that increase student engagement, critical thinking, creativity, and real-world application of academic content. **Scope:** Schoolwide	African American and Socioeconomically Disadvantaged Students (Math)	
1.5	**Action:** Enhanced Arts Programming **Need:** Educational partners consistently expressed the importance of expanding visual and performing arts opportunities for all students, particularly English Learners, socioeconomically disadvantaged students, foster youth, and homeless youth. Educational partners shared that arts education promotes creativity, cultural expression, confidence, and student engagement while providing meaningful opportunities for students to connect with school and demonstrate learning in diverse ways. Increased access to high-quality arts experiences is expected to support student attendance, engagement, and overall academic success.	1.4, 1.5, 1.6 VCS will continue to expand access to high-quality visual and performing arts opportunities through partnerships with local artists, arts instruction, student showcases, and enhanced arts learning environments. These experiences provide students with meaningful opportunities to develop creativity, self-expression, collaboration, and confidence while strengthening their connection to school. This action is principally directed toward English Learners, socioeconomically disadvantaged students, foster youth, and homeless youth, who may have limited access to arts enrichment opportunities outside of school. VCS anticipates that with full implementation of this action, these students will demonstrate increased engagement, school connectedness, and participation in	1.4 VCS will continue to monitor progress through implementation of a VAPA action plan tied to vendors' scopes of work. Student feedback regarding learning and effectiveness of VAPA units, sessions or semesters will be collected throughout but definitely at the conclusion of programming.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	learning. Given the nature of arts programming and its integration into the school experience, this action is provided on a schoolwide basis and benefits all students while addressing the needs of unduplicated pupils. Specific Student Groups this Action Addresses: English Learners Socioeconomically Disadvantaged Students Foster Youth Homeless Youth	
1.6	**Action:** Curriculum Enrichment Programming **Need:** Based on the 2025 California Dashboard, Vallejo Charter School demonstrated growth across multiple student groups in both English Language Arts and Mathematics. In English Language Arts, English Learners increased by 2.7 points, Hispanic students increased by 1.3 points, African American students increased by 9.8 points, and socioeconomically disadvantaged students increased by 7.0 points. In Mathematics, overall performance increased by 8.3 points, with African American students increasing by 22.6 points, English Learners by 26.5 points, socioeconomically disadvantaged students by 13.4 points, Hispanic students by 11.6 points, and students with disabilities by 13.9 points. While these results reflect positive growth, educational partners recognize the need to continue expanding opportunities that prepare students	VCS will provide funding to increase curriculum enrichment opportunities for English Learners, low-income students, and other unduplicated pupils at all grade levels. Through enhanced curriculum materials, college and career readiness activities, early literacy supports, and STEAM learning opportunities, students will engage in meaningful learning experiences that strengthen academic skills and help them connect their learning to real-world applications. This action is targeted to English Learners and socioeconomically disadvantaged students. VCS anticipates that with the full implementation of this action, these students will demonstrate increased academic achievement, engagement, and readiness for high school, college, and career pathways. Given the nature of the enrichment opportunities and their integration across grade levels and subject areas, this action is provided on a schoolwide basis and benefits all students while principally addressing the needs of unduplicated pupils. Specific Student Groups this Action Addresses:	1.4, 1.6 California Dashboard Academic Indicator (ELA and Mathematics) CAASPP English Language Arts and Mathematics assessment results, NWEA MAP Reading and Mathematics growth and achievement data, English Learner Progress, Student participation in college and career readiness activities, presentations, and projects, Student participation in STEAM enrichment opportunities and activities, Attendance rates and Chronic Absenteeism,

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
	for long-term academic success, college and career readiness, and future workforce demands. Educational partners emphasized the importance of providing students with enriched learning experiences that strengthen literacy, communication, critical thinking, collaboration, leadership, and problem-solving skills. Families, staff, and community members identified college and career readiness, STEAM learning opportunities, and access to engaging instructional resources as priorities for ensuring that English Learners, socioeconomically disadvantaged students, foster youth, and other unduplicated pupils are prepared for success in high school, college, and future careers. **Scope:** Schoolwide	English Learners Socioeconomically Disadvantaged Students Foster Youth Hispanic Students	Student engagement and school climate survey results, Classroom walkthrough and learning walk data.
1.7	**Action:** 21st Century Technology Environments **Need:** Students utilize district-provided technology on a daily basis to access digital curriculum, instructional software, assessments, research tools, and communication platforms. Access to these resources is particularly important for low-income students, foster youth, and English Learners, ensuring equitable access to learning opportunities and essential digital literacy skills.	VCS will continue to provide and maintain technology, digital resources, library media services, and 21st-century learning environments that support equitable access to high-quality instruction and learning opportunities. These resources ensure that English Learners, socioeconomically disadvantaged students, and foster youth have access to the technology, digital tools, and learning environments necessary to engage in classroom instruction, complete assignments, develop digital literacy skills, and prepare for college and career success.	1.4, 1.6 VCS will continue to monitor the use of technology during site walkthroughs, through survey feedback following professional learning as well as participating in on-going VCUSD Technology Department input collection. Student engagement surveys, teacher

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
	VCS staff have expressed a continued interest in expanding their use of instructional technology and strengthening their digital competencies through professional learning opportunities, technology integration, and the effective use of classroom tools to enhance student engagement and learning outcomes. Educational partners have shared a strong interest in ensuring that students have access to experiences, tools, and learning environments that prepare them for college, career, and life. Educational partners also emphasized the importance of maintaining modern, flexible learning spaces that support collaboration, communication, creativity, and critical thinking. Through enhanced technology access, updated learning environments, and the development of Portrait of a Graduate competencies, VCS aims to increase student engagement, strengthen instructional practices, and better prepare students for future success. **Scope:** Schoolwide	This action is principally directed toward English Learners, socioeconomically disadvantaged students, and foster youth. VCS anticipates that with the full implementation of this action, these students will demonstrate increased engagement, access to learning, technology proficiency, and academic achievement. Given the nature of technology infrastructure, digital learning tools, library services, and learning environment improvements, this action is provided on a schoolwide basis and benefits all students while specifically addressing the needs of unduplicated pupils. Specific Student Groups this Action Addresses: English Learners Socioeconomically Disadvantaged Students Foster Youth	feedback, classroom observations, and academic achievement data.
2.1	**Action:** Positive School Culture and Climate **Need:** Based on the 2025 California Dashboard, improving school climate, student engagement, attendance, and behavioral outcomes remains a priority for Vallejo Charter School, particularly for English Learners,	VCS will continue to strengthen its PBIS framework, restorative practices, attendance supports, and social-emotional learning programs to create a safe, supportive, and engaging school environment. Staff will participate in ongoing professional learning and coaching to ensure consistent implementation of proactive behavior supports, restorative approaches, and strategies	2.6, 2.7 VCS will continue to 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

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
	socioeconomically disadvantaged students, foster youth, homeless youth, and students with disabilities. Educational partners emphasized the importance of maintaining a safe, supportive, and inclusive school environment through the continued implementation of PBIS, restorative practices, social-emotional learning, proactive attendance supports, and positive behavior recognition systems. Educational partners identified these strategies as critical to improving student engagement, attendance, school connectedness, and overall student success. **Scope:** Schoolwide	that promote positive student behavior and attendance. By enhancing PBIS, restorative practices, attendance monitoring, and student recognition systems, VCS aims to improve school connectedness, maximize instructional time, reduce disciplinary referrals and suspensions, and increase attendance, particularly for English Learners, socioeconomically disadvantaged students, foster youth, homeless youth, and students with disabilities. This action is principally directed toward English Learners and socioeconomically disadvantaged students. VCS anticipates that with full implementation of this action, these students will demonstrate improved attendance, engagement, behavior, and overall school success. Given the nature of school climate and attendance initiatives, this action is provided on a schoolwide basis and benefits all students while addressing the needs of unduplicated pupils. Specific Student Groups this Action Addresses: -Suspension Rate – African American, English Learners, Hispanic, -Socioeconomically Disadvantaged Students, and Students with Disabilities -Chronic Absenteeism: English Learners, Socioeconomically Disadvantaged Students, Foster Youth, and Homeless Youth	quality of information gathered to provide appropriate next steps. This data will be shared at Site Leadership team meetings.
2.2	**Action:** Student Wellness and Mental Health **Need:**	As part of the Tier 1 supports, VCS will ensure the site will continue to have a full time Mental Health Support Provider (MHSP) as the designated staff person to provide a space for students to self-	2.6 The MHSP will continue to collect data from the Wellness Center

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
	Based on the 2025 California Dashboard, improving school climate, student engagement, attendance, and behavioral outcomes remains a priority for Vallejo Charter School, particularly for English Learners, socioeconomically disadvantaged students, foster youth, homeless youth, and students with disabilities. Educational partners recognize that students experiencing trauma, social-emotional challenges, and other barriers to learning often require additional mental health and wellness supports to fully access their education. Educational partner feedback continues to emphasize the importance of providing students and families with access to mental health services, counseling, wellness resources, and safe spaces where students can receive support. Educational partners identified expanded mental health services and wellness programming as essential strategies for improving student well-being, strengthening school connectedness, supporting positive behavior, and increasing student success both academically and socially. **Scope:** Schoolwide	regulate, receive support, learn skills to help them cope, and/practice goal-setting. Our site will have an identified Wellness Room equipped with resources to support students who have self-referred or been referred. The Mental Health Support Provider will assist with data collection around social emotional learning and possible needs for intervention using a district-identified, age appropriate screening tool. Funds will provide for staff as well as materials to maintain the VCS Wellness Room. This action is targeted to English Learners and socioeconomically disadvantaged students. VCS anticipates that with the full implementation of this action, these students will demonstrate improved attendance, engagement, behavior, and academic success. Given the nature of mental health and wellness services, this action is provided on a schoolwide basis and benefits all students while specifically addressing the needs of unduplicated pupils. Specific Student Groups this Action Addresses: -Suspension Rate – African American, English Learners, Hispanic, -Socioeconomically Disadvantaged Students, and Students with Disabilities, -Chronic Absenteeism – English Learners, Socioeconomically Disadvantaged Students, Foster Youth, and Homeless Youth.	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.
2.3	**Action:** Student Supervision and Safety **Need:**	VCS will provide PBIS-trained site safety supervisors and additional campus supervision to promote student safety, reinforce positive behavior expectations, and build positive relationships with	2.6 VCS will continue to ensure site has adequate supervision. Beginning

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
	Based on the 2024-25 California Dashboard, VCS demonstrated significant improvement in Suspension Rate, declining 6.6 percentage points to 6.2% of students suspended at least one day. Despite this improvement, 2025-26 discipline data indicates a continued need for targeted behavioral supports and supervision. During the 2025-2026 school year, 27 students accounted for 37 suspensions and 54 disciplinary incidents, with a disproportionate number occurring among Hispanic students, African American students, and students with disabilities. Incidents were concentrated in grades 5–7 and peaked during the month of March. While discipline incidents increased compared to the prior year, VCS recognizes that this occurred during the transition and integration of two school communities, requiring students and staff to adjust to new expectations, routines, peer groups, and classroom environments. Educational partners continue to emphasize the need for proactive interventions, increased supervision, relationship-building, and social-emotional supports to strengthen school climate, improve student behavior, and ensure student safety. **Scope:** Schoolwide	students. These supports help ensure that students receive timely interventions, supervision, and guidance during non-classroom times, including recess, arrival, dismissal, and other transitional periods where discipline incidents are more likely to occur. This action is will be directed all but focus on English Learners, socioeconomically disadvantaged students, African American students, Hispanic students, and students with disabilities, as local discipline data indicates these student groups continue to require additional behavioral supports and interventions. VCS anticipates that with full implementation of this action, these students will demonstrate improved behavior, increased engagement, and stronger connections to school. Given the need to maintain a safe and supportive learning environment across the entire campus, this action will continue to be provided on a schoolwide basis and benefits all students while addressing the needs of unduplicated pupils. Specific Student Groups this Action Addresses: English Learners, Socioeconomically Disadvantaged Students, African American Students, Hispanic Students, Students with Disabilities	with the 2024-25 school year, VCS enforced discipline referral protocol to maintain data integrity that allows the site and District to collect specific data on who is submitting referrals. This will continue through the 206-27 school year and will be used to analyze effectiveness of this action, additional training as well as other resources needed.
2.4	**Action:** Project Based Learning Enriched Learning **Need:**	VCS will work with each grade level to expand hands on learning options, clubs or outside of instructional time opportunities based on student interest. Activities will vary based on grade level.	2.5 As students enroll in programs and/or clubs, VCS will continue to

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
	Considering the increase in discipline data noted in Action 2.1 through 2.3, VCS has identified a need to provide additional opportunities that encourage low-income and English learner students to attend school every day and make good choices to participate in high-interest options. Educational partners repeatedly recommended that VCS increase the number of clubs, activities and opportunities for students to connect with school in ways that extend and/or are outside of the classroom. Families are not always able to provide these options after school due to cost, transportation and/or access, but VCS could support to ensure all students have options. They suggested that participation in structured activities would increase opportunities for mentorship and leadership as well as improve participating students attendance, behavior and academics. **Scope:** Schoolwide	Funds will provide for materials, staffing, admission, transportation, and services as needed. VCUSD expects that providing a variety of opportunities for students will encourage all students, especially low-income and English learner, Hispanic and African American students to participate in school supervised activities that promote PBIS and will lead to positive attendance, behavior and academic outcomes that exceed overall student outcomes. These actions will be provided on an schoolwide basis to maximize their impact on all students. Specific student groups this action addresses: Suspension Rate - African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities. Chronic Absenteeism - English Learners	monitor their progress on outcomes (attendance, behavior, academic) in comparison to all students using the student information system and the Student Analytics Lab. VCS will also survey students following experiential learning experiences.
3.1	**Action:** Multi-Tiered Systems of Support (MTSS) **Need:** Identified Need(s) of Unduplicated Pupils:Based on the 2025 California Dashboard, Vallejo Charter School demonstrated improvement in both English Language Arts and Mathematics; however, achievement gaps remain among several	VCS will continue to implement a comprehensive Multi-Tiered System of Support (MTSS) to provide timely academic, behavioral, attendance, and social-emotional interventions based on student needs. Through targeted literacy, mathematics, writing, attendance, and behavioral supports, students will receive additional instruction and intervention designed to improve outcomes. Research demonstrates that implementing a	3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups. English Learners increased 2.7 points in English Language Arts and 26.5 points in Mathematics, while African American students increased 9.8 points in English Language Arts and 22.6 points in Mathematics. Hispanic students increased 1.3 points in English Language Arts and 11.6 points in Mathematics, and Socioeconomically Disadvantaged students increased 7.0 points in English Language Arts and 13.4 points in Mathematics. Despite these gains, English Learners continue to require support in English Language Arts, English Learner Progress, and attendance, while African American, Hispanic, and Socioeconomically Disadvantaged students continue to require additional support in English Language Arts and Chronic Absenteeism. Educational partners emphasized the need for timely academic, behavioral, attendance, and social-emotional interventions, along with stronger systems for monitoring student progress and providing targeted support. Continued development of a comprehensive Multi-Tiered System of Support (MTSS) was identified as a key strategy for improving outcomes for English Learners, socioeconomically disadvantaged students, foster youth, and other students requiring additional support. **Scope:** Schoolwide	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. This action is principally directed toward English Learners, socioeconomically disadvantaged students, and foster youth. VCS anticipates that with full implementation of this action, these students will demonstrate improved academic achievement, attendance, behavior, and English Learner Progress. Given the need for schoolwide systems to identify, monitor, and respond to student needs, this action is provided on a schoolwide basis and benefits all students while addressing the needs of unduplicated pupils. Specific Student Groups this Action Addresses: English Learners Socioeconomically Disadvantaged Students Foster Youth	

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
		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	
3.4	**Action:** Targeted Supports for School Climate and Student Engagement **Need:** Based on the 2025 California Dashboard, VCS demonstrated significant improvement in Suspension Rate, declining 6.6 percentage points to 6.2% of students suspended at least one day. Despite these gains, current site discipline data indicates a continued need for targeted support. During the 2025-2026 school year, Hispanic students accounted for 29 of 54 disciplinary incidents, African American students accounted for 23 incidents, and 13 of the students suspended were students with disabilities. Educational partners emphasized the importance of restorative practices, relationship-building, and social-emotional learning to improve school climate, reduce disciplinary incidents, and increase student engagement. Continued staff training and implementation support are needed to address the needs of African American students, English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities.	VCS will continue to provide resources to enhance educational programs focusing on Social Emotional Learning (SEL) with supplemental strategies such as PAX and Kimochis . VCS will also provide intentional focus on student recognition through schoolwide and classroom based awards and goal setting activities. Funds will provide for services and supplies.	2.8, 2.9 VCS will monitor student referrals following staff trainings around school climate.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
4.1	**Action:** Parent Engagement Events **Need:** Based on the 2025 California Dashboard, Chronic Absenteeism remained at 32.4%, with African American students at 39.8%, Hispanic students at 34.2%, Socioeconomically Disadvantaged students at 34.2%, Students with Disabilities at 31.6%, and English Learners at 28.4%. While many student groups demonstrated improvement, attendance and student engagement remain areas of focus. Educational partners consistently identified the need for increased family communication, engagement opportunities, and access to information that supports student success. Families expressed a desire for additional workshops, school events, and resources that help them understand how to support their child's academic progress, attendance, and overall well-being. Continued efforts to remove barriers to participation, including language access, transportation, childcare, and communication supports, are necessary to increase engagement among English Learners, low-income families, and foster youth. **Scope:**	VCS will continue to provide family engagement opportunities, workshops, and communication resources designed to increase participation and strengthen home-school partnerships. Translation, interpretation, childcare, transportation, and accessible communication materials will help remove barriers for English Learners, low-income families, and foster youth. This action is directed toward English Learners, socioeconomically disadvantaged students, and foster youth, as increased family engagement supports improved attendance, academic achievement, and school connectedness. Given the importance of family engagement across the school community, this action is provided on a schoolwide basis and benefits all students and families.	4.2 VCS will monitor attendance at each activity.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
4.2	**Action:** Parent Engagement Staffing **Need:** As mentioned in Action 4.1, VCS educational partners have requested additional opportunities for families to learn about what is going on at Vallejo Charter and how to best support their student. **Scope:** Schoolwide	VCS staff will continue to provide supplemental opportunities including the Art showcases, student led conferences, and family nights. Funds will be provided for extra hours for the staff participating. VCS anticipates these events will have a more impactful outcome on low income and English learner families but will be available schoolwide for all.	4.2 VCS will monitor attendance at all family engagement activities.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.2	**Action:** Targeted Services for Multilingual Learners (ML) **Need:** Based on the 2025 California Dashboard, English Learners increased 2.7 points in English Language Arts and 26.5 points in Mathematics. Chronic Absenteeism for English Learners also declined 15.1 percentage points to 28.4%. While these results demonstrate	The VCS Teacher Leader although the role has changed slightly will work principal to analyze individual site data, surface areas of need and develop action steps including but not limited to additional classroom support, tutoring services, site-based professional learning, and additional resources targeted to student needs. VCS will have at least one Bilingual Tutor position to assist EL students in the classroom. The Bilingual Tutor will receive support from site and district staff in prioritizing time based on the needs of EL students	3.1 Metrics for continued implementation include the development of action plans, including the Bilingual Tutor schedule, for each identified group and progress on action steps during the 2026-2027 school year.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	significant improvement, English Learners continue to be identified as a student group requiring additional support in English Language Arts, English Learner Progress, and attendance. Further analysis indicates a continued need for differentiated support for specific English Learner groups, including newcomers, Long-Term English Learners (LTELs), and dually identified students. Educational partners emphasized the importance of targeted language development, increased access to grade-level content, and professional learning for staff to strengthen instructional strategies that accelerate language acquisition and academic achievement for multilingual learners. **Scope:** Limited to Unduplicated Student Group(s)	at the school site. In the event staff cannot be hired, VCS will utilize contract services to provide additional classroom support. VCUSD EL Staff and Special Education staff will develop and implement action plans to ensure that students who are EL and also have IEP will receive the services and additional support to become English proficient through the traditional or the alternative reclassification process.	
3.3	**Action:** Targeted Services for Foster Youth **Need:** VCS does not have enough foster youth students to measure progress. Given the specialized needs of foster youth, VCS prioritizes targeted funds to address any supplies, materials or transportation needs. **Scope:** Limited to Unduplicated Student Group(s)	VCS will allocate funds to provide additional resources to foster youth.	1.4, 1.6 for foster student group VCS will continue to monitor foster youth progress through Student Analytics lab and staff observational data.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	
Staff-to-student ratio of certificated staff providing direct services to students	N/A	

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	$5,098,470.00	$1,798,340.00	35.272%	6.716%	41.988%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,140,745.58	$250,000.00	$0.00	$113,323.12	$2,504,068.70	$1,344,323.12	$1,159,745.58

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Learning	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$180,000.00	$0.00	$180,000.00				$180,000.00	
1	1.2	EL Education Programming	Low Income	Yes	School wide	Low Income		ongoing	$55,000.00	$0.00	$55,000.00				$55,000.00	
1	1.3	Structured Early Literacy Program	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$165,000.00	$0.00	$165,000.00				$165,000.00	
1	1.4	Supplemental Learning Software	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.5	Enhanced Arts Programming	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$0.00	$130,000.00	$130,000.00				$130,000.00	
1	1.6	Curriculum Enrichment Programming	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$0.00	$156,924.00	$156,924.00				$156,924.00	
1	1.7	21st Century Technology Environments	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$70,000.00	$350,621.58	$420,621.58				$420,621.58	
2	2.1	Positive School Culture and Climate	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.2	Student Wellness and Mental Health	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$145,000.00	$0.00	$145,000.00				$145,000.00	
2	2.3	Student Supervision and Safety	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$190,000.00	$0.00	$190,000.00				$190,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Project Based Learning Enriched Learning	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
3	3.1	Multi-Tiered Systems of Support (MTSS)	English Learners Low Income	Yes	School wide	English Learners Low Income		ongoing	$425,000.00	$200,000.00	$425,000.00	$200,000.00			$625,000.00	
3	3.2	Targeted Services for Multilingual Learners (ML)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		ongoing	$110,768.22	$20,000.00	$20,000.00			$110,768.22	$130,768.22	
3	3.3	Targeted Services for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		ongoing	$0.00	$500.00	$500.00				$500.00	
3	3.4	Targeted Supports for School Climate and Student Engagement	English Learners Low Income African American, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities	No Yes	School wide	English Learners Low Income		ongoing	$0.00	$221,000.00	$171,000.00	$50,000.00			$221,000.00	
4	4.1	Parent Engagement Events	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		ongoing	$2,554.90	$5,700.00	$5,700.00			$2,554.90	$8,254.90	
4	4.2	Parent Engagement Staffing	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		ongoing	$1,000.00	$0.00	$1,000.00				$1,000.00	

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
$5,098,470.00	$1,798,340.00	35.272%	6.716%	41.988%	$2,140,745.58	0.000%	41.988 %	**Total:**	$2,140,745.58
								LEA-wide Total:	$0.00
								Limited Total:	$20,500.00
								Schoolwide Total:	$2,120,245.58

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Learning	Yes	Schoolwide	English Learners Low Income		$180,000.00	
1	**1.2**	EL Education Programming	Yes	Schoolwide	Low Income		$55,000.00	
1	**1.3**	Structured Early Literacy Program	Yes	Schoolwide	English Learners Low Income		$165,000.00	
1	**1.4**	Supplemental Learning Software	Yes	Schoolwide	English Learners Low Income		$15,000.00	
1	**1.5**	Enhanced Arts Programming	Yes	Schoolwide	English Learners Low Income		$130,000.00	
1	**1.6**	Curriculum Enrichment Programming	Yes	Schoolwide	English Learners Low Income		$156,924.00	
1	**1.7**	21st Century Technology Environments	Yes	Schoolwide	English Learners Low Income		$420,621.58	
2	**2.1**	Positive School Culture and Climate	Yes	Schoolwide	English Learners Low Income		$20,000.00	
2	**2.2**	Student Wellness and Mental Health	Yes	Schoolwide	English Learners Low Income		$145,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.3**	Student Supervision and Safety	Yes	Schoolwide	English Learners Low Income		$190,000.00	
2	**2.4**	Project Based Learning Enriched Learning	Yes	Schoolwide	English Learners Low Income		$40,000.00	
3	**3.1**	Multi-Tiered Systems of Support (MTSS)	Yes	Schoolwide	English Learners Low Income		$425,000.00	
3	**3.2**	Targeted Services for Multilingual Learners (ML)	Yes	Limited to Unduplicated Student Group(s)	English Learners		$20,000.00	
3	**3.3**	Targeted Services for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		$500.00	
3	**3.4**	Targeted Supports for School Climate and Student Engagement	Yes	Schoolwide	English Learners Low Income		$171,000.00	
4	**4.1**	Parent Engagement Events	Yes	Schoolwide	English Learners Foster Youth Low Income		$5,700.00	
4	**4.2**	Parent Engagement Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,212,127.57	$1,800,983.00

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**	Professional Learning	Yes	$212,525.00	$203,687.00
1	**1.2**	EL Education Programming	Yes	$51,700.00	$49,600.00
1	**1.3**	Structured Early Literacy Program	Yes	$70,000.00	$71,300.00
1	**1.4**	Supplemental Learning Software	Yes	$20,000.00	$6,300.00
1	**1.5**	Enhanced Arts Programming	Yes	$120,000.00	$129,395.00
1	**1.6**	Curriculum Enrichment Programming	Yes	$60,000.00	$46,559.00
1	**1.7**	21st Century Technology Environments	Yes	$400,010.00	$362,185.00
2	**2.1**	Positive School Culture and Climate	Yes	$55,000.00	$15,000.00
2	**2.2**	Student Wellness and Mental Health	Yes	$145,416.00	$127,422.00
2	**2.3**	Student Supervision and Safety	Yes	$210,000.00	$168,383.00
2	**2.4**	Expeditionary Learning	Yes	$40,000.00	$35,000.00

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)
3	**3.1**	Multi-Tiered Systems of Support (MTSS)	Yes	$280,770.00	$243,703.00
3	**3.2**	Targeted Services for Multilingual Learners (ML)	Yes	$130,000.00	$155,256.00
3	**3.3**	Targeted Services for Foster Youth	Yes	$500.00	$500.00
3	**3.4**	Targeted Supports for School Climate and Student Engagement	No Yes	$404,777.57	$180,993.00
4	**4.1**	Parent Engagement Events	Yes	$6,429.00	$5,000.00
4	**4.2**	Parent Engagement Staffing	Yes	$5,000.00	$700.00

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)
$1,642,626.00	$1,848,403.57	$1,859,684.00	($11,280.43)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Professional Learning	Yes	$166,000.00	$203,687.00		
1	**1.2**	EL Education Programming	Yes	$51,700.00	$49,600.00		
1	**1.3**	Structured Early Literacy Program	Yes	$70,000.00	$55,806.00		
1	**1.4**	Supplemental Learning Software	Yes	$20,000.00	$6,300.00		
1	**1.5**	Enhanced Arts Programming	Yes	$120,000.00	$129,395.00		
1	**1.6**	Curriculum Enrichment Programming	Yes	$60,000.00	$46,559.00		
1	**1.7**	21st Century Technology Environments	Yes	$400,010.00	$362,185.00		
2	**2.1**	Positive School Culture and Climate	Yes	$55,000.00	$15,000.00		
2	**2.2**	Student Wellness and Mental Health	Yes	$145,416.00	$160,000.00		
2	**2.3**	Student Supervision and Safety	Yes	$210,000.00	$210,000.00		
2	**2.4**	Expeditionary Learning	Yes	$40,000.00	$35,000.00		
3	**3.1**	Multi-Tiered Systems of Support (MTSS)	Yes	$140,000.00	$243,703.00		
3	**3.2**	Targeted Services for Multilingual Learners (ML)	Yes	$130,000.00	$155,256.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.3**	Targeted Services for Foster Youth	Yes	$500.00	$500.00		
3	**3.4**	Targeted Supports for School Climate and Student Engagement	Yes	$229,777.57	$180,993.00		
4	**4.1**	Parent Engagement Events	Yes	$5,000.00	$5,000.00		
4	**4.2**	Parent Engagement Staffing	Yes	$5,000.00	$700.00		

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)
$5,020,261.00	$1,642,626.00	11.040%	43.760%	$1,859,684.00	0.000%	37.044%	$337,178.81	6.716%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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.”

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

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