

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vallejo City Unified School District

CDS Code: 48705810000000

School Year: 2025-26

LEA contact information:

Rubén Aurelio

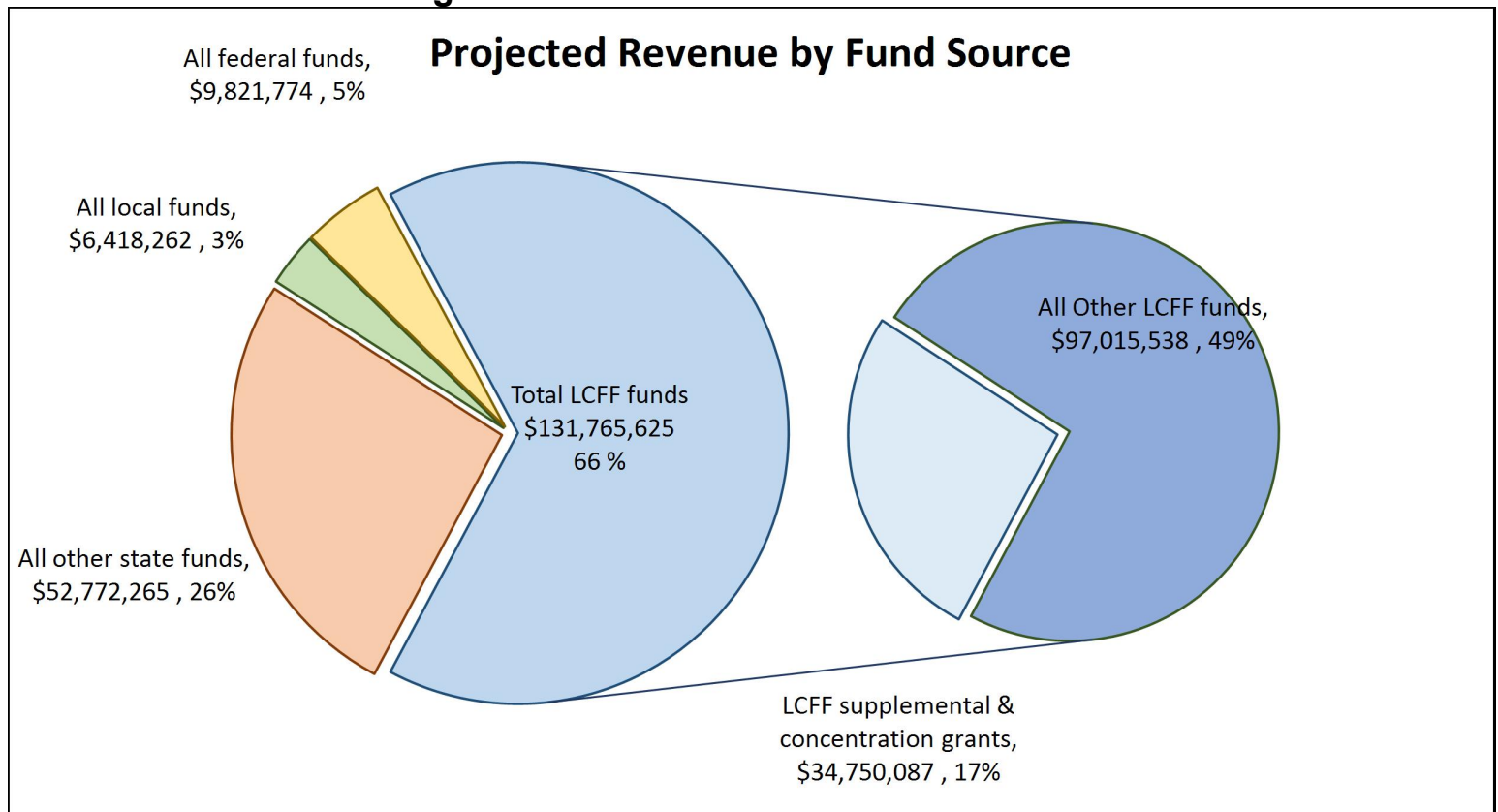
Superintendent

RAurelio@vcusd.org

707.556.8921 Ext. 50002

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

Budget Overview for the 2025-26 School Year

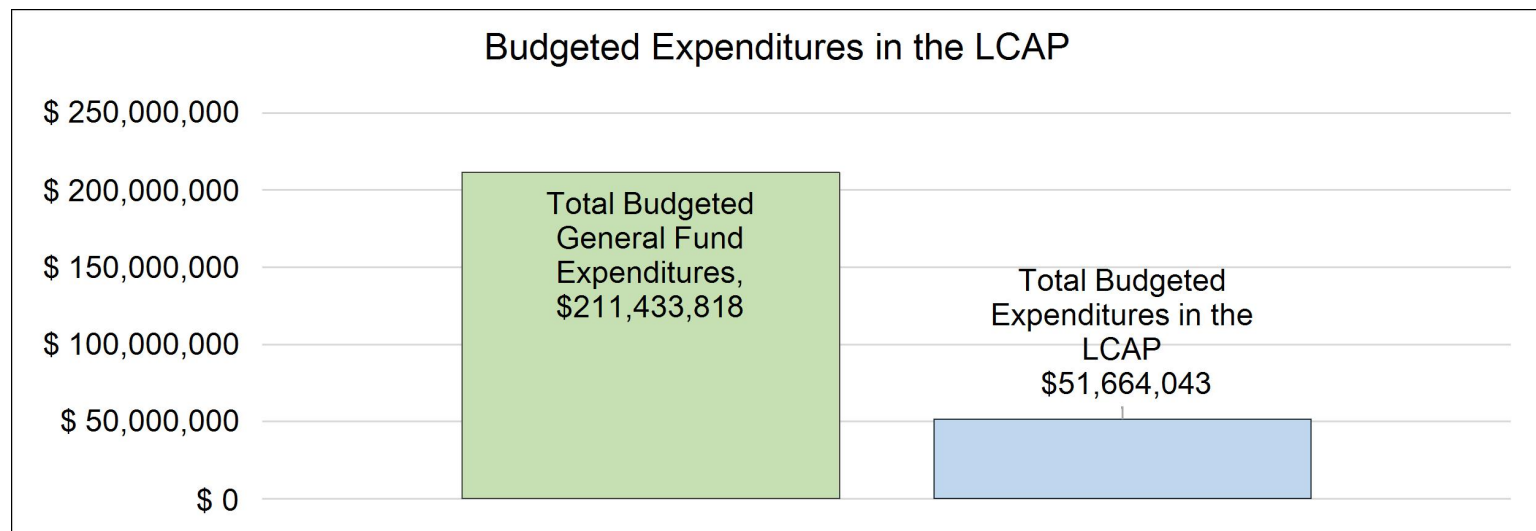


This chart shows the total general purpose revenue Vallejo City Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vallejo City Unified School District is \$200,777,926, of which \$131,765,625 is Local Control Funding Formula (LCFF), \$52,772,265 is other state funds, \$6,418,262 is local funds, and \$9,821,774 is federal funds. Of the \$131,765,625 in LCFF Funds, \$34,750,087 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Vallejo City Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Vallejo City Unified School District plans to spend \$211,433,818 for the 2025-26 school year. Of that amount, \$51,664,043 is tied to actions/services in the LCAP and \$159,769,775 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

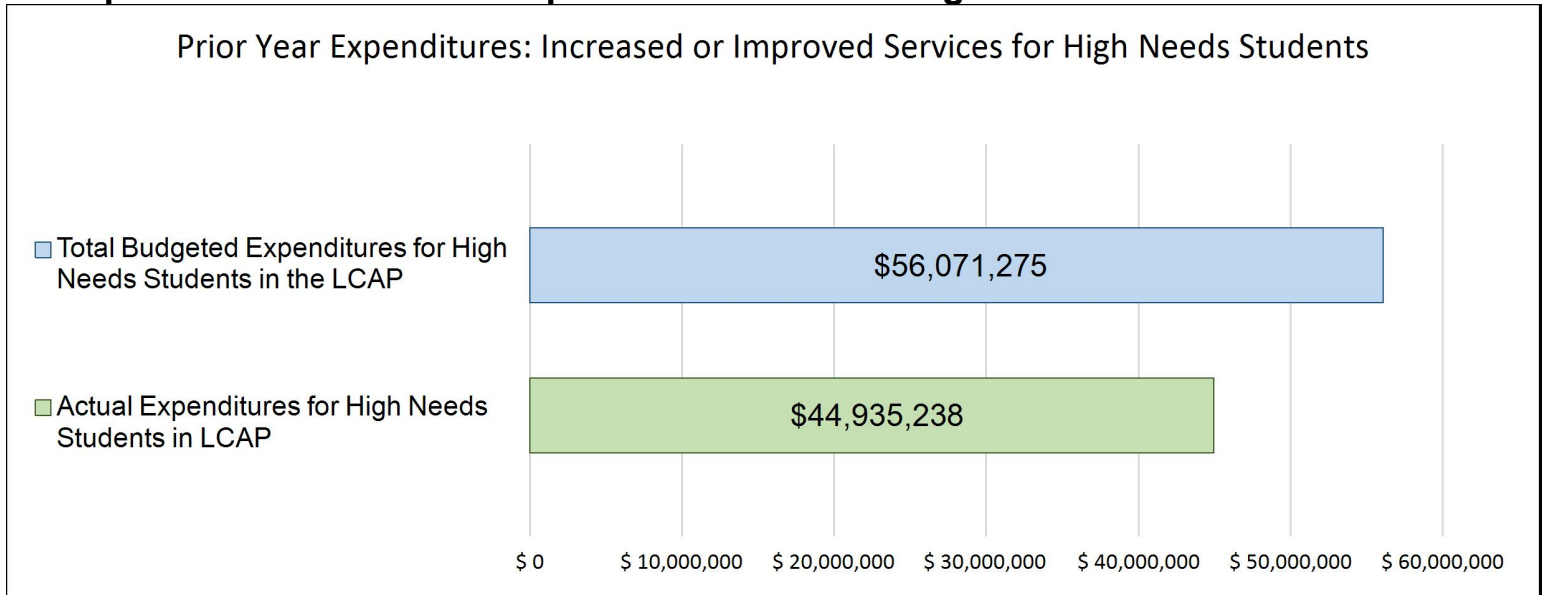
General Fund Budget Expenditures for the 2025-2026 school year that are not listed in the Local Control Accountability Plan include personnel salaries that provide direct and support services to students, instructional and office supplies, lease costs, operational costs, and indirect costs.

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

In 2025-26, Vallejo City Unified School District is projecting it will receive \$34,750,087 based on the enrollment of foster youth, English learner, and low-income students. Vallejo City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Vallejo City Unified School District plans to spend \$45,503,139 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Vallejo City Unified School District's LCAP budgeted \$56,071,275 for planned actions to increase or improve services for high needs students. Vallejo City Unified School District actually spent \$44,935,238 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$11,136,037 had the following impact on Vallejo City Unified School District's ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vallejo City Unified School District	Rubén Aurelio Superintendent	RAurelio@vcusd.org 707.556.8921 Ext. 50002

Plan Summary [2025-26]

General Information

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

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

Vallejo City Unified School District (VCUSD) serves approximately 10,000 students in grades transitional kindergarten through twelve. Representative of the city in which they live, students bring to school with them various backgrounds and experiences. The ethnic breakdown of the student population is 55% Latino, 22% African American, 12% Filipino, and 12% other student groups including Asian, Native American, Pacific Islander and White. Approximately 81% of the students in the district are low income, 26% of students are English Learners, and 1% are foster youth.

In the fall of 2021, the Vallejo City Unified School District Board of Education requested that the District engage in a strategic planning process to provide focus and direction to the efforts to improve VCUSD. The Governing Board asked that the plan be driven by community input, developed by community leaders, and focused on actionable goals that can be achieved in 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. Additionally, organizational performance indicators provided quantitative measures to inform the evaluation process were used to ensure our strategic plan maximized opportunities to achieve the District's vision.

The Vallejo City Unified School District Board of Education adopted the strategic plan in August 2022, with four focus areas: Equitable Opportunities, Equitable Outcomes, Safe and Supportive Learning Environments, Vibrant Culture of Teaching and Learning, and Community Centered Education. The approved plan also includes an updated vision, mission, and core beliefs and values. The four pillars serve as the basis of the LCAP broad goals as of the 2024-2025 school year. Furthermore, the key descriptors of these pillars are aligned to the metrics of the VCUSD LCAP plan to ensure coherence between the expectations of the Governing Board and the actions of our school district. Approximately 747 classified staff and 520 teachers work with students to provide an outstanding education. Parents and students are provided with multiple educational options. In addition to ten neighborhood elementary schools and a middle school, there are three Transitional Kindergarten through 8th grade themed choice schools with themes being Expeditionary Learning, dual immersion, and student leadership. There is also a program that allows students to receive their instruction virtually. High school options include two comprehensive high schools, and a continuation high school. At the February 19, 2025 VCUSD Board of Education Meeting, the VCUSD Governing Board voted to close both Mare Island Health and Fitness Academy and Loma Vista Environmental Science Academy. The Governing Board also approved to move Vallejo Charter School to the Mare Island campus next year.

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

In Spring 2025, Annie Pennycook Elementary, Highland Elementary, Lincoln Elementary, John Finney Continuation High School, and Vallejo High School qualified for Equity Multiplier funding. This funding is provided to school sites based on the schools' stability rate and percentage of students socioeconomically disadvantaged. The Equity Multiplier funding is outlined as part of a set of focus goals in the 2025 VCUSD LCAP to provide evidence-based services and support for students at these school sites. Eligible schools have utilized educational partner feedback to develop site-specific focus goals and actions for improvement.

Reflections: Annual Performance

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

VCUSD recognizes the efforts of both students and staff that yielded growth in several areas of annual performance based on a review of the 2024 California School Dashboard and local data outcomes of the 2024-2025 school year:

Academic Performance:

English Language Arts

2024 California Dashboard Overall Academic Performance for English Language Arts -

VCUSD was designated in the Red performance level overall on the California Dashboard in English Language Arts (ELA). This is a decline from progress made in 2023-2024. ELA performance decreased 3.2 points. 25.3% of students met or exceeded standard on the ELA California Assessment of Student Performance and Progress (CAASPP) for 2024.

2024-2025 Local Data as a predictor for 2025 CAASPP: Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Assessment for English Language Arts-

The Fall baseline for 2024-25 was 30.2%. As of the second NWEA assessment administration ending January 31, 2025, VCUSD demonstrated an overall performance level of 30.9% who met or exceeded the standard.

Mathematics

2024 California Dashboard Overall Academic Performance for Mathematics -

In the area of Mathematics, VCUSD remained in the Orange performance level overall with some improvement compared to the Orange designation in 2023-2024. Mathematics performance increased 4.1 points. 17.8% of students met or exceeded standard on the Mathematics California Assessment of Student Performance and Progress (CAASPP) for 2024.

2024-2025 Local Data as a predictor for 2025 CAASPP: Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Assessment for Mathematics-

The Fall baseline for 2024-25 was 17.7% As of the second NWEA assessment administration ending January 31, 2025, VCUSD demonstrated an overall performance of 22.3% who met or exceeded the standard.

English Learner (EL) Progress

2024 California Dashboard Overall Academic Performance for English Learner Progress - English Learner Progress declined from the 2023 California Dashboard by 6.2%. In the 2024 Dashboard, 37.8% of all English Learner Students are reported as making progress towards English language proficiency. The English Learner Progress Indicator was maintained at the Orange performance level. 5.58% of EL students met or exceeded standard on the ELA California Assessment of Student Performance and Progress (CAASPP) compared to 7.95% in 2023.

2024-2025 Local Data as a predictor for 2025 English Learner Progress: Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Assessment for English Language Arts-

The Fall baseline for 2024-25 was 8% As of the second NWEA assessment administration ending January 31, 2025, VCUSD demonstrated an overall performance of 9.5% who met or exceeded the standard. This is an increase of almost 3 percentage points from the same assessment period in Spring 2025.

A more targeted English Learner group, Long-Term English Learners (LTELs), has been added to the Dashboard as a student group to monitor. This subset of English Learners addresses students who have been in English Learner programs for more than seven years and have not been reclassified as fluent-English proficient. According to the 2024 Dashboard, results for LTELs were similar to the bigger EL group in ELA, Math, Chronic Absenteeism. LTELs showed more growth in the Graduation Rate but less improvement in the Suspension Rate indicator.

Science

The 2024 California Dashboard has added a Science indicator to measure how well students are meeting grade-level standards on the Science assessment using results from student performance on the California Science Test (CAST) or the California Alternate Assessment for Science. This test is given annually to students in grades 5, 8 and once during high school. While the indicator does not have a performance color in 2024, VCUSD was 23.5 points below standard based on performance of the 2,099 VCUSD students tested.

College/Career Indicator

2024 California Dashboard Overall Academic Performance for College/Career -

The College/Career indicator reflects maintained levels from Spring 2023 to Spring 2024. The performance on this indicator was designated as Low in 2023, with 15.6% of students reported as prepared. In 2024, the College/Career indicator showed 15.4% of VCUSD students were prepared.

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

Current Practices to Impact Academic Performance and Next Steps:

In August 2024, the VCUSD Superintendent set the expectation of a shared focus for the 2024-2025 school year. VCUSD would continue to prioritize all students reading at grade level by third grade. To ensure all teachers were prepared to support students to reach this goal, all teachers received continuous professional development as part of the VCUSD Professional Learning Plan. During Year 2 “Building Expertise” of the 2023-2026 VCUSD Professional Learning Plan, teachers and instructional leadership participated in on-going training provided by CORE Learning grounded in the science of reading and literacy across content areas. Utilizing a common weekly professional learning time each week as well as full professional learning days in August 2024, October 2024, and January 2025, all teachers were provided access to effective strategies to inform their practice. During the 2024-2025 school year, all school sites received additional site-specific visits from CORE trainers to provide in-class coaching and site leadership with feedback and next steps.

Throughout the year, VCUSD utilized the VCUSD Instructional Priorities framework for ELA and Math and the VCUSD Social Emotional Learning Priorities framework refined in 2022-2024 to engage in equitable, coherent, data-driven monitoring practices to improve the culture of continuous improvement. District and 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 teams utilized a district aligned walkthrough tool to collect evidence of effective practices. District and site leadership teams met at least once a month to collaborate around common assessment and walkthrough data to analyze progress which drove action steps throughout the school year.

The 2025-2026 LCAP will continue actions to support continuous professional learning, district, and site-focused walkthroughs. VCUSD will enter Year 3 “Expanding Expertise” of the Professional Learning Plan. In addition to continued focus around literacy across the content areas, mathematics training will support the implementation of a new mathematics adoption. In 2025-2026, VCUSD Leadership will collaborate with external partners to investigate and implement actions that enhance opportunities for students to ultimately graduate College and/or Career. VCUSD staff will refine support structures and current options as well as develop new curricular and extracurricular programs for college and career preparation at all grade levels to ensure students are prepared for next steps after high school.

Based on the 2024 California Dashboard, VCUSD saw a decline in progress in ELA for students in grades 3-11. An intentional focus on classroom visits, feedback and monthly CORE Learning coaching, provided sites with on-going data and assistance in prioritizing actions to

move student progress. While the 2024 CAASPP indicated a decline, district benchmark data for those grades indicated progress towards improvement was happening. Furthermore, assessments measuring the implementation of the science of reading at the early grades indicated that students are increasing progress towards grade level standards at the Kindergarten, first, and second grade levels. Specific actions will continue to be included in Goal 1 and Goal 3 of the 2025-2026 LCAP to accelerate learning by providing differentiated training for teachers and targeted interventions including high-dosage tutoring and in class support across all grades. Targeted interventions for sites based on all students and specific student groups will also be included in school site SPSA plans.

Overall, VCUSD students demonstrated modest improvement in Mathematics on the 2024 California Dashboard. Improvements continued during the 2024-2025 school year as measured by district benchmark assessment results. Knowing VCUSD needs to identify resources to enhance teaching to expedite student learning, in 2024-2025, VCUSD district and site leadership collaborated with UnboundEd to develop an equitable, inclusive process to review and pilot current mathematics programs as part of a new district mathematics adoption. In Spring 2025, the VCUSD Governing Board adopted new mathematics curricula that will shift teaching and learning across all school sites beginning Fall 2025.

Academic Engagement:

Graduation Rate

2024 California Dashboard Overall Academic Performance for Graduation Rate -

The Graduation Rate indicator was categorized in the Orange performance level with a slight decrease of 2.5% with 76.8% of students reported as graduated.

Chronic Absenteeism

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 13.4% with 35.8% of students reported as chronically absent compared to 49.2% in 2023-2024.

2024-2025 Local Data as a predictor for 2025 California Dashboard -

Local data through our student information system indicated chronic absenteeism was at 31.4% as of February 2025.

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

Current Practices to Impact Academic Engagement and Next Steps:

In August 2024, the Superintendent set a second expectation for 2024-2025 to prioritize everyone attending school every day (all students and staff). VCUSD utilized one-time funds to hire Child Welfare Attendance Liaisons to focus on students with attendance issues. Staff in these positions also participated in school site CARE team meetings to share data on students with attendance issues and support sites in their attendance intervention plans to increase daily attendance and decrease chronic absenteeism. Strategies around daily attendance and interventions to reduce chronic absenteeism were addressed through overall proactive measures and targeted interventions in the 2024-25 LCAP plan. The 2025-2026 LCAP will refine these targeted measures to ensure all student groups and all school sites have actions and needed resources to improve daily attendance and decrease chronic absenteeism.

Conditions & Climate:

2024 California Dashboard Overall Academic Performance for Suspension Rate -

The Suspension Rate indicator for VCUSD overall was designated in the Yellow performance level. The suspension rate decreased 1.9% with 5.8% of students suspended at least one day.

2024-2025 Local Data as a predictor for 2025 California Dashboard -

Local data through our student information system indicated the suspension rate 3.17% as of February 2025. This is a decrease from the rate of 4.8% in April 2024

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

Current Practices to Impact Conditions & Climate and Next Steps: While current data shows the percentages for suspension decreased as of April 2024, continued work around Positive Behavior Interventions and Supports (PBIS) and other interventions need to continue in order for all student groups to see an equitable decline. The 2025-2026 LCAP will continue actions around strengthening PBIS processes and intentional implementation of the VCUSD PBIS: Response to Behavior Handbook which provides a menu of proactive ways to re-engage students and alternative means for correction. Site-based schoolwide actions aligned to the VCUSD Social Emotional Learning priorities are also indicated in the Goal 2 and Goal 3 of the 2024-2025 LCAP plan. CARE Team implementation including staff roles and responsibilities to ensure all students have an individualized plan for academic success will be a focus for professional learning and districtwide monitoring.

VCUSD understands the school district must continue to build upon coherent efforts that contributed to this growth.

The following student groups within the LEA that received the lowest performance level (red) on one or more state indicators on the 2023 Dashboard include. Their progress must be monitored for the full three year cycle of the 2024-2027 VCUSD LCAP:

African American student group for College/Career and Suspension Rate

English Learners student group for English Language Arts, College/Career, and Graduation Rate

Foster Youth student group for Suspension Rate

Homeless student group for Mathematics and College/Career

Socioeconomically Disadvantaged student group for Suspension Rate

Students with Disabilities student group for College/Career, Graduation Rate and Suspension Rate

White student group for Chronic Absenteeism and Suspension Rate

Progress from 2024 California Dashboard for each student group within the LEA that identified at lowest performance level based on 2023 California Dashboard is as follows:

African American student group maintained at the red level for College/Career but improved to yellow on the Suspension Rate indicator

English Learners student group maintained with a red level for English Language Arts, College/Career, and Graduation Rate

Foster Youth student group maintained at the red level for Suspension Rate

Homeless student group for maintained at the red level in both Mathematics and College/Career

Socioeconomically Disadvantaged student group improved to a yellow level for Suspension Rate

Students with Disabilities student group maintained at the read level for College/Career and Graduation Rate but improved moving to the yellow level for Suspension Rate

White student group improved to the yellow level for both Chronic Absenteeism and Suspension Rate

The following schools received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Annie Pennycook Elementary, for English Language Arts, English Learner Progress, Mathematics, and Suspension Rate

Dan Mini Elementary for Suspension Rate

Federal Terrace Elementary for English Language Arts

Highland Elementary for Mathematics and English Learner Progress

Hogan Middle for Suspension Rate

Jesse M. Bethel High for Suspension Rate

John Finney High (Continuation) for College and Career and Suspension Rate

Joseph H. Wardlaw Elementary for English Learner Progress

Lincoln Elementary for English Language Arts, Mathematics, and Suspension Rate,

Loma Vista Environmental Science Academy for English Language Arts and English Learner Progress

Mare Island Health and Fitness Academy for English Language Arts, Mathematics, English Learner Progress, and Suspension Rate

Solano Widenmann Leadership Academy for Suspension Rate

Vallejo High for English Learner Progress, Graduation Rate, and Suspension Rate

Progress from 2024 California Dashboard for each school that received the lowest performance level on one or more state indicators on 2023 California Dashboard:

Annie Pennycook Elementary improved across all indicators that received the lowest performance level with a yellow for English Language Arts, orange for Mathematics, and green for both English Learner Progress and Suspension Rate

Dan Mini Elementary moved to a blue level for Suspension Rate

Federal Terrace Elementary maintained at red for English Language Arts

Highland Elementary for maintained at red for Mathematics and English Learner Progress

Hogan Middle maintained at red for Suspension Rate

Jesse M. Bethel High improved to the yellow level for Suspension Rate

John Finney High (Continuation) for maintained the red level for College and Career but improved to green for Suspension Rate

Joseph H. Wardlaw Elementary maintained red for English Learner Progress

Lincoln Elementary did not have a performance level in 2024 for English Language Arts or Mathematics, but improved to orange on the Suspension Rate indicator

Loma Vista Environmental Science Academy maintained red for English Language Arts and improved to green for English Learner Progress

Mare Island Health and Fitness Academy for maintained red for English Language Arts, but improved to orange in both Mathematics and English Learner Progress, as well as the yellow level for Suspension Rate

Solano Widenmann Leadership Academy improved with a yellow for Suspension Rate

Vallejo High improved to a yellow level for both English Learner Progress, and Suspension Rate but maintained red on the Graduation Rate indicator

The following student groups within a school within VCUSD received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Annie Pennycook Elementary- African American student group: English Language Arts and Mathematics; English Learner student group: English Learner Progress; Filipino student group: Chronic Absenteeism; Hispanic student group: English Language Arts; Socioeconomically Disadvantaged: English Language Arts and Suspension Rate; Students with Disabilities: English Language Arts and Chronic Absenteeism

Cave Language Academy- White student group: Chronic Absenteeism

Dan Mini Elementary- Students with Disabilities student group: English Language Arts, Mathematics. African American student group: Suspension Rate. Socioeconomically Disadvantaged student group: Suspension Rate. Filipino student group: Chronic Absenteeism.

Federal Terrace Elementary- English Learners: English Language Arts. African American: English Language Arts and Mathematics. Hispanic: English Language Arts

Glen Cove Elementary- English Learners student group: Chronic Absenteeism and White student group: Chronic Absenteeism

Grace Patterson Elementary- English Learners: English Language Arts and Mathematics. Students with Disabilities: Chronic Absenteeism. Hispanic student group: English Language Arts and Mathematics.

Highland Elementary- English Learners student group: English Learner Progress, English Language Arts, Mathematics. Socioeconomically Disadvantaged student group: Suspension Rate and Mathematics. African American student group: Suspension Rate. Hispanic student group: Mathematics.

Hogan Middle School- English Learners: Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics. Socioeconomically Disadvantaged student group: Suspension Rate. Students with Disabilities student group: Suspension Rate. African American student group: Suspension Rate. Filipino student group: Chronic Absenteeism. Hispanic student group: Chronic Absenteeism and Suspension Rate. White student group: Chronic Absenteeism, Suspension Rate and Mathematics.

Jesse M. Bethel High- English Learners student group: Suspension Rate. Socioeconomically Disadvantaged student group: Suspension Rate. Students with Disabilities student group: Graduation Rate. African American student group: Suspension Rate and Mathematics. Hispanic student group: Suspension Rate.

John Finney High (Continuation)- Socioeconomically Disadvantaged student group: Suspension Rate. African American student group: Suspension Rate.

Johnston Cooper Elementary- African American student group: Suspension Rate

Joseph H. Wardlaw- English Learners student group: English Learner Progress and English Language Arts. Students with Disabilities student group: Suspension Rate.

Lincoln Elementary- Socioeconomically Disadvantaged student group: Suspension Rate, English Language Arts and Mathematics. African American student group: Suspension Rate.

Loma Vista Environmental Science Academy- English Learners student group: English Learner Progress, English Language Arts and Mathematics. Socioeconomically Disadvantaged student group: English Language Arts. Students with Disabilities student group: Suspension Rate. Hispanic student group: English Language Arts and Mathematics.

Mare Island Health and Fitness Academy- English Learners student group: English Learner Progress, Suspension Rate, English Language Arts, and Mathematics. Socioeconomically Disadvantaged student group: Suspension Rate, English Language Arts and Mathematics. Students with Disabilities student group: Chronic Absenteeism, Suspension Rate and Mathematics. African American student group: English Language Arts. Hispanic student group: Suspension Rate, English Language Arts and Mathematics.

Solano Widenmann Leadership Academy- Socioeconomically Disadvantaged student group: Suspension Rate. African American student group: Suspension Rate. African American student group: Suspension Rate. Hispanic student group: Suspension Rate.

Steffan Manor Elementary- English Learners student group: English Language Arts. Socioeconomically Disadvantaged student group: English Language Arts. African American Student Group: Mathematics. African American student group: Mathematics. Hispanic student group: English Language Arts.

Vallejo High- English Learners student group: English Learner Progress, Graduation Rate and Mathematics. Socioeconomically Disadvantaged student group: Suspension Rate and Graduation Rate. Students with Disabilities student group: Suspension Rate. African American student group: Graduation Rate. Hispanic student group: Suspension Rate and Graduation Rate. Two or More Races student group: Suspension Rate.

Progress from 2024 California Dashboard for student groups within a school within VCUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Annie Pennycook Elementary- African American student group progressed to the orange level on both the English Language Arts and Mathematics indicators; English Learner student group progressed to green on English Learner Progress; Filipino student group improved to the orange level for Chronic Absenteeism; Hispanic student group improved to move to orange for English Language Arts; Socioeconomically Disadvantaged student group improved to the orange level for English Language Arts and green for Suspension Rate; Students with Disabilities moved to orange in both English Language Arts and Chronic Absenteeism

Based on California Dashboard results as well as formative data collected during the 2024-2025 school year indicate that VCUSD must continue to identify, evaluate and refine the District multi-tiered system of support. Specific actions tied to district-wide student groups with low performance, actions to address specific schools with low performance indicators, and actions specific for schools student groups with low performance on the California Dashboard will be indicated in the LCAP plan. Ensuring that all students receive equitable instruction, relevant support and effective interventions will remain a priority as evidenced by actions in the 2025-2026 LCAP.

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

According to the 2024 California Dashboard, VCUSD improved academic engagement as measured by a decline of 13.4% in chronic absenteeism. Fifteen schools saw improvement across student groups moving out of the "red" or very low indicator. At 35.8%, VCUSD continues to identify strategies to increase positive student engagement and encourage daily attendance. VCUSD also declined in the percentage of students suspended at least one day to 5.9%. All but two schools saw overall improvement between 2023 and 2024. Current year data the Students Analytics Lab shows that VCUSD's chronic absenteeism continues to improve with 31.6% as of Quarter 3 in 2024-2025. Early grades and high school grades see higher rates of chronic absenteeism. Overall suspension rate is also declining as of Quarter 3 in 2024-2025 at 3.86%. Suspensions are the highest at the middle school and early high school levels. Further analysis of grade level areas in absenteeism and suspensions will provide more insight on specific areas of additional support to address root causes and work to prevent future incidents with proactive interventions.

Learning Recovery Emergency Block Grant Funding

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

LCAP Action 3.1 (Multi-Tiered Systems of Support for Academics)- In 2025-2026, VCUSD will utilize LREBG funds to accelerate progress to close learning gaps for students who are struggling with grade level skills as well as to ensure students have access to instruction to complete graduation or grade promotion requirements. Both activities are aligned to EC Section 32526(c)(2), Items B (tutoring) and D (credit recovery). Funds will provide necessary staffing and services to address students needs through during-the-school-day interventions and expanded learning offerings.

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

According to the 2024 California Dashboard, VCUSD as a district declined 3.2 points to the very low “red” level in ELA with eight of VCUSD student groups at that level. Ten of our seventeen schools had an overall “red” indicator with twelve schools having at least one indicator in “red.” Individual student ELA CAASPP scores indicate that while percentages of struggling students are higher at those twelve schools, additional support is needed across all VCUSD schools. 2024-2025 NWEA data indicates some positive projected growth. The early literacy scores available through the ESGI platform, compared to the same time period in the prior year show that students in the early grades are making significant strides towards meeting end of year targets.

In Mathematics, more progress was made across school sites with an overall increase of 4.1 points and an orange indicator on the 2024 California Dashboard. Four student groups continue to perform at that very low “red” level. Two schools had an overall “red” indicator in Math with ten schools having at least one student in the “red.” While 2024-2025 NWEA data indicates positive growth, VCUSD students continue to perform below the state average. Secondary students, in particular, are demonstrating the need for additional support based on the number of Ds and Fs in math classes.

VCUSD saw a slight decline in Graduation Rate on the 2024 Dashboard with 76.8% graduated compared to 79.3% on the 2023 Dashboard. Based on current data available in Student Analytics Lab, VCUSD tenth grade students are in need of additional opportunities to recover credits with 35.9% currently deficient in credits.

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

LCAP Action 3.6 (Targeted Supports for Behavior) and Action 3.7 (Targeted Supports for Mental Health and Trauma Informed Care) - In 2025-2026, VCUSD will utilize LREBG resources to increase preventative supports to decrease suspensions and increase mental health resources for students. Additional staffing and/or services will provide coaching for adults, mentoring for students, and direct mental health and behavioral interventions to students in collaboration / consultation with parents and staff. Both activities are aligned to EC Section

32526(c)(2), Item C (integrating pupil supports to address other barriers to learning). Funds will provide necessary staffing and services to address students needs through during-the-school-day interventions and expanded learning offerings.

Reflections: Technical Assistance

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

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

VCUSD qualified for Differentiated Assistance based the performance of five student groups who received the lowest status level on the 2023 California Dashboard in two or more state priority areas as follows:

Black/African-America (Priority 4 – Pupil Achievement and Priority 8 – Outcomes in a Broad Course of Study)

English Learners (Priority 4 – Pupil Achievement, Priority 5 – Pupil Engagement, and Priority 8 – Outcomes in a Broad Course of Study)

Foster Youth (Priority 4 – Pupil Achievement, Priority 5 – Pupil Engagement, and Priority 8 – Outcomes in a Broad Course of Study)

Homeless Youth (Priority 4 – Pupil Achievement, Priority 5 – Pupil Engagement, and Priority 8 – Outcomes in a Broad Course of Study)

Long-Term English Learner (Priority 4 – Pupil Achievement and Priority 8 – Outcomes in a Broad Course of Study)

Students with Disabilities (Priority 5 – Pupil Engagement, Priority 6 – School Climate and Priority 8 – Outcomes in a Broad Course of Study)

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

In 2024-2025, SCOE continued to provide technical assistance across a variety of levels of the District. In collaboration with VCUSD Leadership, SCOE provided differentiated support for training and site action areas including facilitation of SMART goal action planning, preparation and facilitation of site as well as district leadership meetings, and building coherent aligned data systems. Many of our district and site staff have participated and grown from SCOE-hosted sessions including but not limited to a session with Anthony Muhammed, on-going Improvement Science and AI training. SCOE also provided VCUSD with access to collaborative groups outside of the county to build our capacity to lead Improvement Science teams facilitated by District staff and digging deeper to identify root causes and possible next steps in regards to African American suspensions at the secondary level. Furthermore, SCOE hosts monthly meetings with VCUSD to provide on-going advisement and monitoring of fiscal and programmatic actions.

VCUSD received a continued multi-tiered system of support from CCEE experts in 2024-2025. These experts provide access to best practices, innovative strategies and resources with proven results. CCEE works with all levels of district leadership to build collective and individual capacity. In collaboration with SCOE and VCUSD, CCEE facilitates monthly Systemic Instructional Review (SIR) meetings where strategic goals and actions are established and progress is monitored through analysis of comprehensive data. Moving from the 2024-2025 school year into the 2025-2026 school year, CCEE will continue to guide VCUSD through the process of articulating and implementing an

effective Service to Schools model, strengthening and codifying actions to enhance students transition into VCUSD secondary schools, and building an intentional data system that is responsive to the needs of the district.

Through these collaborative efforts, VCUSD will leverage strengths, address identified needs, and build capacity so that improvement can be sustained and measured over time.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC)	VCUSD held seven District English Learner Advisory Committee meetings during the 2024-2025 school year: September 25, 2024, October 29, 2024, December 10, 2024, January 14, 2025, February 11, 2025, April 15, 2025, and May 19, 2025. The first meeting was held virtually and the others were hybrid or in-person. At each meeting, Committee members and participants reviewed progress towards LCAP goals in a variety of activities including: using current data to understand the needs of VCUSD English Learners and provide input on action steps, reviewing and discussing California Dashboard and 2024-2025 data, receiving updates on the LCAP development process, surfacing trends from educational partner input; reviewing the final draft of LCAP, and providing review and comment on the LCAP as site representatives. Agendas for all meetings were posted in compliance with the Green Act. The DELAC served as the Parent Advisory Committee (PAC) for the LCAP. Given foster parents were unable to attend, VCUSD staff reached out to interview with foster families of VCUSD students as a means to collect their input.
School Site Community - School Site Councils (SSC) and English Learner Advisory Committees (ELAC)	Site Administrators dedicated at least one school parent meeting to gather feedback on the development of the 2025-2026 LCAP. These meetings were held between November 2024 and April 2025. While many sites opted to utilize scheduled parent/community meetings, the broader school community was invited and encouraged to participate. Meetings were done either in person or virtually. Each meeting began with a short presentation that included the purpose of the LCAP, the funding, current goals, VCUSD student progress towards goals (as

Educational Partner(s)	Process for Engagement
	<p>measured by the California School Dashboard including areas of strength and need), and a summary of the actions. Facilitators asked questions aligned to the VCUSD Strategic Plan that prompted discussion on prominent focus areas within the LCAP. Most often the meeting was facilitated by the Principal. District staff would attend if requested. Participants were asked to provide their feedback on actions or services they felt were no longer effective or those they felt were missing. Agendas for all meetings were posted in compliance with the Green Act. Members of the school site community were also invited to complete the Educational Partner survey for the 2025-2026 LCAP.</p>
Community Partner Meetings	<p>Community Forums or Parent Support Hours were held either in-person or virtually on August 27, 2024, October 17, 2024, October 24, 2024, November 21, 2024, January 13, 2025, and April 17, 2025. Each meeting began with a short presentation and a summary of the VCUSD Strategic Pillars (LCAP goals). Facilitators asked questions that prompted discussion. Participants were asked to provide their feedback on actions or services they felt were no longer effective or those they felt were missing. Additional input and suggestions were collected at other family engagement events including Community School Engagement Sessions, Parent Institute for Quality Education (PIQE), Latino Parent Network, and the African American Parent Network (AAPN) activities. Members of the community were also invited to complete the Educational Partner survey for the 2025-2026 LCAP.</p>
Site and District Leadership	<p>Principals and Vice principals met at least once each month with District office staff. During these meetings participants monitored progress towards LCAP goals using the most updated data available and provided feedback on the early development of the 2024-2025 LCAP. Site administrators also participated in level-specific LCAP engagement sessions utilizing the same open-ended questions asked of all educational partners. The Elementary and TK administrators and Secondary administrators met with District office staff the week of March 11, 2025 input in groups in order to develop grade-specific trends using the same open-ended questions provided to other educational partners. District Leadership meets during monthly</p>

Educational Partner(s)	Process for Engagement
	Community of Practice sessions where information relevant to the 2025-2026 LCAP was shared.
SELPA Administrators	SELPA and VCUSD administrators joined parents and community members for an LCAP Engagement session on March 20, 2025 . The meeting began with a short presentation that included the purpose of the LCAP, the funding, current goals, VCUSD student progress towards goals (as measured by the California School Dashboard including areas of strength and need), and a summary of the actions. Facilitators asked two questions that prompted discussion. Additional input was captured on April 21, 2025. Follow up planning sessions with with SELPA Leadership were held on April 24, 2025 and April 29, 2025. Participants were asked to provide their feedback on actions or services they felt were no longer effective or those they felt were missing.
Students (Secondary)	<p>Secondary students were invited to participate in student focus groups to provide feedback based on similar questions posed to the other educational partner groups that prompted discussion on prominent focus areas within the LCAP. Students were asked about how their schools can help ensure students are attending school every day and what their schools can do to support their academic improvement. These meetings took place during December 2024 through April 2025. Secondary students were also invited to participate in the Educational Partner survey for the 2025-2026 LCAP.</p> <p>The Superintendent's Student Advisory Committee served as the Student Advisory body for the 2025-2026 LCAP. This committee consisted of members from all Secondary schools including secondary students from the TK-8 schools. Meetings were held on November 19, 2024, January 7, 2025, March 20, 2025 and May 12, 2025. This committee has also been asked to attend the May 19, 2025 DELAC meeting.</p>
Bargaining Units - Vallejo Education Association, California School Employees Association, Vallejo School Managers Association	Representatives of bargaining units and the managers association met between January 2025 and April 2025 to provide feedback for 2025-2026 LCAP development. VEA held an in person meeting at the District Office where the participants had a short presentation that included the purpose of the LCAP, the funding, current goals, VCUSD

Educational Partner(s)	Process for Engagement
	<p>student progress towards goals (as measured by the California School Dashboard including areas of strength and need), and a summary of the actions. Facilitators asked two questions that prompted discussion. Participants were asked to provide their feedback on actions or services they felt were no longer effective or those they felt were missing. CSEA opted to utilize the presentation and questions to facilitate their own input collection. Teachers, other certificated and classified staff as well as managers are also invited to participate in the site engagement sessions as well as the district-wide survey.</p>
VCUSD Community (through the LCAP survey)	<p>Parents, students, teachers, staff, and community were also invited to complete the 2024-2025 Educational Partner survey. The 2024-2025 LCAP survey was open from March 1, 2024 through April 12, 2024. Information regarding the survey was advertised through ParentSquare, site weekly communication, QR codes available in the front office as well as meetings/events, and VCUSD Liaison communication. The survey was designed to gather information on the effectiveness of the actions and services in the LCAP from the perspective of various educational partners using a rating scale. Sections of the survey provided open-ended questions for individual comments. To assist with ensuring foster parents participation, phone call interviews with foster families of VCUSD students served as an additional means to collect their input.</p>
Annie Pennycook Elementary Educational Partners	<p>Annie Pennycook Elementary School held in-person and virtual engagement sessions with educational partners throughout the 2024-2025 school year as a part of their Comprehensive Support and Improvement work as well as in preparation for the 2025-2026 School Plan for Student Achievement and the designation as an LCFF Equity Multiplier school. The Instructional Leadership team met regularly (September 23, 2024, October 21, 2024, November 18, 2024, December 16, 2024, January 13, 2025, March 17, 2025, April 14, 2025) to review and analyze student data in respect to progress on the CSI action plan, the desired student outcomes for 2024-2025, and in Spring 2025, consider needs and possible actions to address the stability rate in light of low performance areas for student groups on the 2023 California Dashboard. Pennycook had meeting with families (parents and students) throughout the school year. On February 11th,</p>

Educational Partner(s)	Process for Engagement
	<p>April 8th and May 13, 2025, school leadership reached out to educational partners to discuss areas of need and focus to target LCFF Equity Multiplier funds. Pennycook leadership collaborated with District leadership through March, April and May to review data, status on the California Dashboard, develop goals, and plan for the most effective use of LCFF Equity Multiplier funding.</p>
Highland Elementary Educational Partners	<p>Highland Elementary School held in-person and virtual engagement sessions with educational partners throughout the 2024-2025 school year as a part of their ongoing action plan work as well as in preparation for the 2025-2026 School Plan for Student Achievement and the designation as an LCFF Equity Multiplier school. The Highland educational partner leadership (ELAC and SSC) met regularly (September 17, 2024, September 19, 2024, October 1, 2024, October 4, 2024, December 3, 2024, December 6, 2024, February 4, 2025, February 7, 2025, April 8, 2025, and April 11, 2025) to review and analyze student data and discuss actions in respect to progress on the school site plan and the desired student outcomes for 2024-2025. In Spring 2025, during the April meetings, school leadership reached out to educational partners to discuss areas of need and focus to target LCFF Equity Multiplier funds. Highland leadership collaborated with District leadership through March, April and May to review data, status on the California Dashboard, develop goals, and plan for the most effective use of LCFF Equity Multiplier funding.</p>
John Finney Educational Partners	<p>John Finney High School held in-person and virtual engagement sessions with educational partners throughout the 2024-2025 school year as a part of their Comprehensive Support and Improvement work as well as in preparation for the 2025-2026 School Plan for Student Achievement and the designation as an LCFF Equity Multiplier school. The Instructional Leadership team met regularly (September 6 and 20, 2024, October 24 and 29, 2024, November 21, 2024, December 3, 2024, January 16, 2025, February 20, 2025, April 17 and 22, 2025, May 2 and 22, 2025) to review and analyze student data in respect to progress on the CSI action plan, the desired student outcomes for 2024-2025, and in Spring 2025, consider needs and possible actions to address the stability rate in light of low performance areas for student groups on the 2023 California</p>

Educational Partner(s)	Process for Engagement
	<p>Dashboard. JFHS had meeting with families (parents and students) throughout the school year. On May 20, 2025, school leadership reached out to educational partners to discuss areas of need and focus to target LCFF Equity Multiplier funds. John Finney leadership collaborated with District leadership through March, April and May to review data, status on the California Dashboard, develop goals, and plan for the most effective use of LCFF Equity Multiplier funding.</p>
Lincoln Elementary Educational Partners	<p>Lincoln Elementary School held engagement sessions with educational partners throughout the 2024-2025 school year as a part of their ongoing action plan work as well as in preparation for the 2025-2026 School Plan for Student Achievement and the designation as an LCFF Equity Multiplier school. The Lincoln educational partner leadership (ELAC and SSC) met regularly (September) to review and analyze student data and discuss actions in respect to progress on the school site plan and the desired student outcomes for 2024-2025. In Spring 2025, during the April meetings, school leadership reached out to educational partners to discuss areas of need and focus to target LCFF Equity Multiplier funds. Highland leadership collaborated with District leadership through March, April and May to review data, status on the California Dashboard, develop goals, and plan for the most effective use of LCFF Equity Multiplier funding.</p>
Vallejo High Educational Partners	<p>Vallejo High School held in-person and virtual engagement sessions with educational partners throughout the 2024-2025 school year to monitor progress on the 2024-2025 School Plan for Student Process for Engagement Achievement (SPSA) as well as develop the 2025-2026 SPSA. VHS provided additional engagement options to collect input following the designation as an LCFF Equity Multiplier school. VHS shared school data and received input at SSC meetings (October 22,2024, November 7, 2024, January 7, 2024, March 4, 2025, May 13, 2025 and June 3, 2025) and ELAC meetings (September 26, 2024, November 7, 2024, January 14, 2025, April 22,2025 and June 3,2025). Staff and site leadership meetings were held monthly. Additional student outreach through focus groups and empathy interviews were conducted in Fall and Spring. The April and May meetings across all partner groups focused on planning for 2025-2026. Vallejo High leadership collaborated with District leadership through March, April and May to review data, status on the California</p>

Educational Partner(s)	Process for Engagement
	Dashboard, develop goals, and plan for the most effective use of LCFF Equity Multiplier funding.

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

VCUSD values educational partner feedback to help assess and evaluate the activities from the current school year and confirm priorities for 2025-2026. The input the educational partners provide is foundational to refining the 2025-2026 LCAP. In general, the feedback provided reaffirmed the key priorities of the 2024-2025 VCUSD LCAP.

2025 Educational Partner engagement has influenced the following areas of the 2025-2026 LCAP:
 VCUSD reviewed all Education Partner feedback to evaluate both implementation and effectiveness progress on 2024-2025 goals, metrics, and actions in preparation of refining actions for 2025-2026. In addition to the educational partner groups mentioned above, VCUSD has appreciated the collaborative engagement and critical-friend feedback from partnering organizations including but not limited to Solano County Office of Education (SCOE) staff, representatives from the California Collaborative for Educational Excellence (CCEE), and vendors that provide professional learning, in-classroom coaching and technical assistance. The collaborative conversations around the importance of refining the LCAP for increased coherence and intentionality in 2025-2026 have had a strong influence on plans to move student outcomes forward in a positive direction.

VCUSD Executive Cabinet and Educational Services team members met with partners from the Solano County Office of Education (SCOE) staff and the California Collaborative for Educational Excellence (CCEE) to enhance work started during the 2023-2024 school year. In 2024-2025 the VCUSD team utilized a set of consistent data (metrics) and a protocol to monitor progress across the 2024-2025 school year. The District Leadership Team (Executive Cabinet, Educational Services team, Site Principals, Site Vice Principals, Site Teacher Leaders) met at least once a month as a group to review progress at a district and at a site level and then set action steps for each quarter of the school year. Furthermore, in 2024-2025, the Director of Data and Analysis met with each school site to review site level data. Targets for site level progress were established based on prior year data and monitored for site level progress. As part of the continuous improvement process at both the district and school site level, additional interim (process and progress) metrics have been identified to provide a more focused monitoring of implementation and effectiveness towards meeting overall targets and district goals. These metrics utilize common district systems including but not limited to NWEA Map assessment data, Core assessment data, student information in Aeries, and 5Lab dashboards. Data analysis at the end of 2024-2025 will inform the 2025-2026 metrics for the 2025-2026 LCAP and the 2025-2026 VCUSD School Plans for Student Achievement (SPSA).

Based on Educational Partner review, VCUSD will continue to utilize the same broad goals, metrics, and target outcomes that are in the 2024-2025 LCAP.

Several trends or overarching themes emerged across all of the educational partner groups that inform 2025-2026 LCAP actions, metrics and expenditures:

Well-Trained, Effective Staff - Every educational partner group conveyed the importance of providing students with curriculum and instructional practices that engage students and help them build connections to the real world. Direct instruction with emphasis on hands-on, interactive learning that encourages students to learn in different ways was a common recommendation. Educational partners want to see classrooms where teachers are patient, hold high expectations, and are actively involved. Students should be encouraged to talk, work together, and take ownership of their learning. All groups identified that additional professional development is necessary for teachers and staff to learn new strategies to deliver content, connect with students, help students accelerate mastering concepts, and manage classroom learning that is challenging but also fun and engaging. Collaboration, both at a grade level/department and across grade levels, was considered important to improve practices across the schools. Staffing has improved, but all educational partner groups highlighted the importance of having teachers in the classroom every day. Educational partners, particularly parents, remain concerned about the possibility of students not having a teacher in their upcoming school year and want the district to ensure teachers are in classrooms at the start of the school year. It was acknowledged that combination classrooms and classrooms with too many students cause unnecessary stress for both the students and the teachers.

Student Academic Support - The importance of academic support was indicated universally across all groups' feedback. Educational partners emphasized the need to continue tutoring for students at all grade levels with a focus on making sure students are at grade level and do not bring Ds and Fs to the next school year. Interventions that happen early on were suggested so that students don't fall behind (early as in the primary grades, but also early as in the beginning of the school year or as the need arises). Educational partners indicated that teachers should be providing multiple opportunities for students to demonstrate mastery of skills and encourage multiple learning styles. Additional staffing such as teaching assistants in the early grades and bilingual tutors in classrooms with Multilingual Learners were mentioned as examples of effective support they would like to see continue.

Mental Health, Wellness and Safe Environments for Students - Educational partners acknowledged the value of having additional adults/services on campus, including Academic Support Providers, Mental Health Support Providers, counselors, teaching assistants and programs that help students feel like they are being supported and heard. All groups shared that the Child Welfare Attendance Liaison has helped improve attendance. They also saw value in programs that build student confidence and focus on wellness, such as the Wellness Centers and contract services for overall mindfulness. Having additional staff, like site safety supervisors, was viewed as effective for both physical and emotional safety, when staff are well-trained to support students who are having challenges. Providing additional training for all staff dealing with students as well as situations students have was strongly recommended. All groups mentioned the need to move away from punitive measures and to focus on preventive measures such as improving school culture and proactively addressing student behaviors.

Equity, Inclusion and Resources for Students to Expand their Learning - All groups indicated that ensuring resources are targeted to things that most impact students was a priority. Survey results and input highlighted the importance of making sure teachers and staff compensation encourages them to stay at VCUSD. Group feedback indicated that educational partners are looking for more access to project-based learning and to have school materials available in the classroom such as science supplies and charged Chromebook devices. All groups acknowledged the updated furniture provided at the secondary schools and hope for those updates to move to elementary schools. They shared the positive impact modernization efforts have on students feeling welcomed and encouraged to collaborate. All educational partner groups prioritized funding for transportation to make sure students have field trips and other out-of-school experiences. Also mentioned was the importance of providing resources and tools for English learner and Special Education students to better access the classroom learning. Parent groups also would like more tools, such as a software program, for students to use at home to continue to focus on learning English.

during the school year and during breaks. Parents and students also mentioned making sure all students have the opportunity to take electives or more challenging classes such as CTE courses and AP or honors classes. They also would like more tools, such as a software program, for students to use at home to continue to focus on learning English during the school year and during breaks. All groups indicated that they would like the schools to provide resources or referrals for things like vision and healthcare services to ensure students are healthy and able to attend school every day.

Family and Community Engagement - All partner groups indicated that parents want to be engaged and know how to help their students. Parent programs, workshops, opportunities to connect with their school community as well as options to learn with their students were shared. Educational partners see value in the investment in PIQE (Parent Institute of Quality Education) and would like those programs as well as a larger variety of workshops to continue. Survey results show that educational partners show some progress in improved communication between VCUSD and families, on-going efforts need to continue.

Expansion of Programs that Connect Students to School and Post-Secondary Opportunities - Another dominant trend educational partners spoke to repeatedly was around enhancing arts and music programming as well as expanding STEAM and Career Technical electives and/or opportunities for students to learn about career paths and college opportunities at the earliest levels. In addition, programs that give students something to connect to, including but not limited to athletics, were mentioned in every group, multiple times, as a way to increase attendance, improve behavior and give students a purpose for being in class and seeing themselves as successful. Educational partners noted the increase in athletic opportunities for younger students and would like to see more choices beyond athletics. They recognized the importance of opportunities for students to showcase their talent or project as a way to increase families' engagement with the school staff and community. Educational partners stated they would like to see more options to explore outside of the classroom and also have guest speakers bring experiences to students at school. Clubs during the day as well as expanded learning programs were recommended.

Enhanced School Facilities - The importance of facilities being safe both within school grounds and around the perimeter came up in all groups. Comments from input group sessions indicate that educational partners notice the efforts the district is doing to ensure student safety, but indicate concern around impact of outside community both on student safety as well as facility maintenance. Having additional staff present when students are entering, exiting and moving outside of the classroom (ex. recess) needs to be enhanced. Educational partners also spoke to athletic and visual and performing arts facilities being upgraded for safety and/or 21st century access. They want students to have modern, well-working facilities. Without those upgrades sports, the arts and other group activities could be unsafe or not as accessible to students.

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

Specific recommendations as well as acknowledgement of current services appeared from the various educational partner groups: Parent and community groups that met in person as part of the District English Learners Advisory Committee (DELAC), the African American Parent Network (AAPN), Full Service Community School participants, and CAC or completed the VCUSD LCAP Survey, mentioned the importance of finding ways to celebrate students' skills. Challenging but engaging classrooms should be available to all students. Clubs, arts, music, and sports were mentioned as specific ways they wanted the district to continue to direct resources. Parents view mental health and

wellness support and staff as critical to student success. Parents want to know what is going on, appreciate and expect on-going communication so they can help their students. The parent groups agreed that 2024-2025 LCAP actions should be maintained and expanded in areas mentioned.

Staff members participating in the bargaining unit meetings, administrator meetings, school site engagement sessions, and/or LCAP survey participants recognized the continuous professional learning that took place in 2024-2025 and emphasized the importance of continuing that training. This group also saw a need for additional training on culturally relevant teaching strategies and implicit bias training. Staff find the Spanish-speaking staff (Bilingual Community Liaisons, staff with bilingual stipends) helpful to families, students and staff. They would like to see additional support for English Learners, particularly at the secondary level to ensure students have the assistance they need. According to information from the LCAP survey and input sessions, staff would like to see current LCAP actions continue.

Students who participated in the focus groups and/or the LCAP survey indicated that they want to be in classrooms where teachers are actively teaching and providing students with different ways to learn. Students feel that if additional tutoring or peer support is provided, all students could be successful. Students recommended that staff focus on better understanding students' perspectives. Students want to know about college and career and would like programs to be available as part of class and after class. Per the LCAP survey and input sessions, students feel the 2024-2025 LCAP actions have had an impact or have the potential to have an impact and should continue. The SELPA administration and community advisory would like to see additional training on inclusion as well as strengthen strategies that prevent over identification of students in need of Special Education.

Analysis of feedback in relation to effectiveness of actions and next steps

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

Based on this feedback the following next steps for broad goals have been identified:

- 1) Staffing and activities identified in the 2024-2025 LCAP will be maintained with implementation and effectiveness metrics tied to each action. Given the high percentage of unduplicated students, all activities will be principally directed toward improving their outcomes.
- 2) A stronger emphasis on active student learning and literacy strategies across the content areas is needed to ensure all students are reading at grade level by third grade.
- 3) Daily attendance will continue to be reinforced.
- 3) Programs that promote student connection to school within the classroom and outside of the classroom will be enhanced. This includes rigorous engaging instruction in the classroom aligned to the VCUSD Instructional and Social Emotional priorities. It also includes a range of high interest opportunities within and beyond the school day. Supplies, facilities, services as well as training, coaching and feedback for staff will continue to be provided.

- 4) Classroom programming and enrichment opportunities will be funded to ensure that students are having academic conversations, demonstrating higher levels of depth of knowledge learning, and working collaboratively to master grade level content.
- 5) Programs, strategies and staff that support academic growth and provide students with individualized or small-group support will be provided and monitored for high quality. Additional staff to oversee these actions will be provided.
- 6) Programs, strategies and staff that support positive behavior and provide students socio-emotional support will be provided and monitored for high quality. Additional staff to oversee these actions will be provided.
- 7) Programs to help families and the community connect with our schools to improve attendance, behavior and academic outcomes will be increased.

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

Annie Pennycook Elementary - In consultation with educational partners, VCUSD and Pennycook Elementary School identified the need to maintain staffing to provide additional supports and services for students who are not reading on grade level, particularly in the early grades. Ongoing focused training for teachers around literacy and student engagement is a priority. Educational partners would like to see Pennycook staff focus on building student leadership and providing instruction and activities that expand their core program learning. Finally, educational partners recommend focusing on student engagement through dedicated staffing to support Spanish-speaking students and families and students who are having difficulty coming to school every day

Highland Elementary - In consultation with educational partners, VCUSD and Highland Elementary School identified the need to maintain staffing to provide additional supports and services for students who are not reading on grade level, particularly in the early grades. Ongoing focused training for teachers around literacy and student engagement is a priority. Educational partners would like to see increased classroom support for Multilingual Learners to help them advance in their English language development. Finally, educational partners recommend focusing on student engagement through dedicated staffing to support Spanish-speaking students and families, students who are having difficulty coming to school every day, and additional counseling resources.

Lincoln Elementary - In consultation with educational partners, VCUSD and Lincoln Elementary School identified the need to maintain staffing to provide additional supports and services for students who are not reading on grade level in the early grades.

John Finney High School - In consultation with educational partners, VCUSD and John Finney High School identified the need to provide additional tutoring services to ensure students are at grade level and passing courses. Educational partners also stressed the importance of continuing the professional learning that began as part of their CSI action plan work. Staffing to continue to support students and families who are struggling with attendance issues as well as in need of bilingual support were identified. Educational partners also recommended the school increase activities, programs, and services that connect students with career awareness and preparation.

Vallejo High School - In consultation with educational partners, VCUSD and Vallejo High School identified several priorities to ensure students are receiving differentiated support need to meet academic, behavioral and socio-emotional desired outcomes: 1) Enhanced options for students to demonstrate college/career preparedness through professional learning for teachers and additional staffing to increase course offerings. 2) High Dosage Tutoring for students who need support in literacy and math foundational skills to ensure they have the tools to access high school course content. 3) Additional Bilingual Tutors to support English learners in content area classes to ensure that language is not a barrier to accessing content. 4) Proactive Support Staff to ensure students who are at risk of suspension receive interventions such

as mentoring to attend school everyday and make positive choices. 5) Counseling Supports to address barriers that are preventing students from achieving including drug and alcohol addiction. 6) Counseling Supports for English learners with a focus on newcomers to make sure services are targeted to successful acclimation to school and progression of English language development. 7) School Leadership Development and Coaching to build shared leadership in developing, communicating and monitoring the VHS MTSS framework.

Analysis of material differences in expenditures

VCUSD works closely with the Solano County Office of Education (SCOE) to build a budget that prioritizes spending the current allocation of supplemental and concentration grant funding on the current group of students. Given a large carryover budget from the prior year, enhanced or additional materials and services will be provided to accelerate student outcomes and provide the maximum investment for VCUSD students. VCUSD meets monthly with SCOE for progress monitoring and additional oversight of LCAP funds and activities.

Analysis of challenges or success in the implementation of actions

In the first year of the 2024-2027 LCAP cycle, most actions are considered partially implemented. As actions are implemented, staff are recognizing the importance of role-specific training and calibration of responsibilities across the district to prepare for full implementation of LCAP actions next year. In 2025-2026 VCUSD will focus on monitoring effectiveness from 2024-2025 to 2025-2026. In the 2024-2025 school year, VCUSD staff had on-going conversations regarding the importance of measuring implementation as well as measuring effectiveness to determine challenges and success and refine activities that will yield positive results for students. VCUSD staff identified formative internal measures that can be used to provide a narrative on progress as VCUSD moves through the three-year cycle.

VCUSD presented the LCAP draft to DELAC (LCAP Advisory) on May 19, 2025. Comments and questions were collected by the District team facilitating the meeting. The Superintendent responded to all questions and comments received during the consultation in writing.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Analysis of student performance on district and state assessments indicate that VCUSD must continue to focus on improving academic outcomes for all students. While VCUSD is showing progress and growth, the District needs to remain persistent in efforts to ensure all students and student groups are performing at grade level. According to the 2024 CAASPP results, 25.33% met or exceeded the standard for English Language Arts (ELA) with 17.82% meeting or exceeding the standard for Mathematics. In ELA, eight VCUSD specific student groups' progress on CAASPP declined. In Mathematics, overall, VCUSD showed growth however some student groups are not progressing as quickly as others.

VCUSD has set an expectation that every student will be on grade level by third grade. Actions aligned with this expectation develop a standard for strong base instruction emphasizing literacy across all content areas. In 2025-2026, elementary and middle school grades will have new math curriculum to further enhance students conceptual understanding of math practices and skills. Educational partner input gathered strongly emphasized the need to focus on instruction, strategies, and classroom resources that ensure all students are engaged and successful in their learning.

This goal is aligned to Pillar 3 of the VCUSD Strategic Plan, "Vibrant Culture of Teaching and Learning" and the Portrait of a VCUSD graduate. The VCUSD Governing Board outlines the following components of this pillar and the portrait of a graduate which also inform this broad goal:

Teachers being able to adapt to different learning styles

Educating teachers - training and mindset- in order to deliver responsive instruction

Ensuring each child has access to relevant academic experiences

Providing student voice and choice at all possible moments

Learning is relevant to real-world problems

Students have the skills necessary for the next level whether it be trade school, community college, university or service

Our students are not in classrooms where the disease of limited expectations is a part of their experiences- it should not be what the instructor thinks the child can or cannot do.

Our students are being prepared with the skills they need for life beyond school - financial literacy, understanding about careers, etc.

Having a clear, unifying goal that we are all working toward.

The VCUSD Instructional Priorities guide the instructional program across all levels. Expected outcomes are measured through State and District assessments, district and site walkthroughs, the quality of site level plans, graduation data, and course access and participation. Data is accessed through local systems, the California School Dashboard, and California Department of Education DataQuest.

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 from School Year 2023-2024 Source: VCUSD Human Resources database 75.3% "Clear" on TAMO report from Report Year 2021-2022 Source: CA School Dashboard	100% of teachers appropriately credentialed from School Year 2024-2025 Source: VCUSD Human Resources database 71.7 % Clear on TAMO report from report Year 2022-2023 Source: CA School Dashboard		100% of teachers appropriately credentialed from School Year 2026-2027 Source: VCUSD Human Resources database 85% "Clear" on TAMO report from Report Year 2024-2025 Source: CA School Dashboard	Target met for % of teachers appropriately credentialed. 3.6 percentage points below baseline for Metric: % "Clear" on Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalent (FTE) report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: VCUSD Human Resources database and CA School Dashboard					
1.2	<p>Percent Of Students Who Have Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home</p> <p>(Priority 1B) Source: CA School Dashboard</p>	<p>100% Of Students Who Have Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home</p> <p>Report Year 2022-2023</p>	<p>100% Of Students Who Have Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home</p> <p>Report Year 2023-2024</p>		<p>100% Of Students Who Have Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home</p> <p>Report Year 2025-2026</p>	Target met. No Difference.
1.3	<p>% of Learning Walks where implementation of state board adopted academic content and performance standards for all students was observed</p> <p>(Priority 2A) Source: Classroom Learning Walks data</p>	<p>71.46 % of Learning Walks where implementation of state board adopted academic content and performance standards for all students was observed</p> <p>from School Year 2023-2024, Quarter 3</p>	<p>80% of Learning Walks where implementation of state board adopted academic content and performance standards for all students was observed</p> <p>from School Year 2024-2025, Quarter 3</p>		<p>81.46 % of Learning Walks where implementation of state board adopted academic content and performance standards for all students was observed</p> <p>from School Year 2026-2027, Quarter 3</p>	8.54 percentage points above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CAASPP English Language Arts (ELA) % Met/Exceeded Standards Specific Student Groups: English Learners (EL group in DataQuest) Black or African American (Action 4.5) Hispanic (Action 3.1) Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1) Specific Schools: Annie Pennycook Elementary Federal Terrace Elementary Lincoln Elementary Loma Vista Environmental Science Academy Mare Island Health and Fitness Academy CAASPP Math % Met/Exceeded Standards Specific Student Groups: Homeless Black or African American (Action 4.5) Hispanic (Action 3.1) White (Action 3.1) English Learners	CAASPP ELA 26.6% Met/Exceeded Standards Specific Student Groups: English Learners: 7.95% Black African American: 18.3% Hispanic: 22.24% Foster Youth: 6.67% Socioeconomically Disadvantaged: 23.53% Students with Disabilities: 8.28% Specific Schools: Annie Pennycook Elementary 23.17% Federal Terrace Elementary 18.83% Lincoln Elementary 5.88% Loma Vista Environmental Science Academy 14.04% Mare Island Health and Fitness Academy 23.61% CAASPP Math 16.52% Met/Exceeded Standards Specific Student Groups: Homeless Black or African American (Action 4.5) Hispanic (Action 3.1) White (Action 3.1) English Learners: 8.84%	CAASPP ELA 25.33% Met/Exceeded Standards Specific Student Groups: English Learners: 5.58% Black or African American: 17.20% Hispanic: 15.08% Foster Youth: 10.53% Socioeconomically Disadvantaged: 22.74% Students with Disabilities: 6.05% Specific Schools: Annie Pennycook Elementary: 23.97% Federal Terrace Elementary: 23.19% Lincoln Elementary: no data available Loma Vista Environmental Science Academy: 17.58% Mare Island Health and Fitness Academy: 18.75%		CAASPP ELA 36.66% Met/Exceeded Standards Specific Student Groups: English Learners: 17.95% Black African American: 28.3% Hispanic: 32.24% Foster Youth: 16.67% Socioeconomically Disadvantaged: 33.53% Students with Disabilities: 18.28% Specific Schools: Annie Pennycook Elementary 33.17% Federal Terrace Elementary 28.83% Lincoln Elementary 15.88% Loma Vista Environmental Science Academy 24.04% Mare Island Health and Fitness Academy 33.61%	CAASPP ELA: 1.27 percentage points below baseline overall. Specific Student Groups: English Learners 2.37 percentage points below baseline. Black or African American 1.1 percentage points below baseline. Hispanic 7.16 percentage points below baseline. Foster Youth 3.86 percentage points above baseline. Socioeconomically Disadvantaged 0.79 percentage points below baseline. Students with Disabilities 2.23 percentage points below baseline. Specific Schools: Annie Pennycook Elementary 0.8 percentage points above baseline. Federal Terrace Elementary 4.36

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1)</p> <p>Specific Schools: Annie Pennycook Elementary Highland Elementary Lincoln Elementary Mare Island Health and Fitness Academy</p> <p>CAASPP Science % Met/Exceeded Standards</p> <p>Specific Student Groups: Black or African American (Action 4.5)</p> <p>English Learners</p> <p>Foster Youth Socioeconomically Disadvantaged</p> <p>(Priority 4A)</p> <p>Source: DataQuest</p>	<p>Hispanic: 13.17% White: 20.28% English Learners: 5.93% Foster Youth: 0.0% Socioeconomically Disadvantaged: 14.05% Students with Disabilities: 7.15% Specific Schools: Annie Pennycook Elementary 12.9% Highland Elementary 7.73% Lincoln Elementary 4.35% Mare Island Health and Fitness Academy 10.45%</p> <p>CAASPP Science 12.54% Met/Exceeded Standards</p> <p>Specific Student Group: Black or African American: 4.48% English Learners: 1.75% Foster Youth: No Data Available Socioeconomically Disadvantaged: 10.49%</p> <p>Report Year 2022-2023</p>	<p>CAASPP Math % Met/Exceeded Standards: 17.82%</p> <p>Specific Student Groups: Homeless: 9.65% Black or African American: 9.01% Hispanic: 15.08% White: 25.74% English Learners: 6.83% Foster Youth: 0.0% Socioeconomically Disadvantaged: 15.94% Students with Disabilities: 8.38% Specific Schools: Annie Pennycook Elementary 11.06% Highland Elementary 5.35% Lincoln Elementary: no data available Mare Island Health and Fitness Academy 9.78%</p> <p>CAASPP Science 13.16% Met/Exceeded Standards</p>		<p>CAASPP Math 26.52% Met/Exceeded Standards</p> <p>Specific Student Groups: Homeless: 29.94% Black or African American: 18.84% Hispanic: 23.17% White: 30.28% English Learners: 15.93% Foster Youth: 10% Socioeconomically Disadvantaged: 24.05% Students with Disabilities: 17.15% Specific Schools: Annie Pennycook Elementary 22.9% Highland Elementary 17.73% Lincoln Elementary 14.35% Mare Island Health and Fitness Academy 20.45%</p> <p>CAASPP Science 22.54% Met/Exceeded Standards</p>	<p>percentage points above baseline.</p> <p>Lincoln Elementary no data available.</p> <p>Loma Vista Environmental Science Academy 3.54 percentage points above baseline.</p> <p>Mare Island Health and Fitness Academy 4.86 percentage points below baseline.</p> <p>CAASPP Math: 1.3 percentage points above baseline overall.</p> <p>Specific Student Groups: Homeless 10.29 percentage points below baseline.</p> <p>Black or African American 0.17 percentage points above baseline.</p> <p>Hispanic 1.91 percentage points above baseline.</p> <p>White 5.46 percentage points above baseline.</p> <p>English Learners 0.9 percentage</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Specific Student Groups: Black or African American (Action 4.5) 5.88% English Learners 0.99% Foster Youth No Data Available Socioeconomically Disadvantaged 11.63%</p> <p>Report Year 2023-2024</p>		<p>Specific Student Group: Black or African American: 14.48% English Learners: 11.75% Foster Youth: 10% Socioeconomically Disadvantaged: 20.49%</p> <p>Report Year 2025-2026</p>	<p>points above baseline. Foster Youth no change from baseline. Socioeconomically Disadvantaged 1.89 percentage points above baseline. Students with Disabilities 1.23 percentage points above baseline. Specific Schools: Annie Pennycook Elementary 1.84 percentage points below baseline. Highland Elementary 2.38 percentage points below baseline. Lincoln Elementary no data available. Mare Island Health and Fitness Academy 0.67 percentage points below baseline.</p> <p>CAASPP Science: 0.62 percentage points above baseline overall. Specific Student Groups:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>Black or African American 1.4 percentage points above baseline. English Learners 0.76 percentage points below baseline. Foster Youth no data available. Socioeconomically Disadvantaged 1.14 percentage points above baseline.</p> <p>Report Year 2023-2024</p>
1.5	<p>Distance Points From Standard in English Language Arts (ELA) Specific Student Groups: English Learners (EL group in DataQuest) Black or African American (Action 4.5) Hispanic (Action 3.1) Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1) Specific Schools: Annie Pennycook Elementary</p>	<p>Distance Points From Standard in English Language Arts (ELA): -69.2 Specific Student Groups: English Learners: -100.6 Black or African American: -94.4 Hispanic: -80.7 Foster Youth: -115.4 Socioeconomically Disadvantaged: -78 Students with Disabilities: -135.5 Specific Schools:</p>	<p>Distance Points From Standard in English Language Arts (ELA): -72.4 Specific Student Groups: English Learners: -102.1 Black or African American: -99.8 Hispanic: -81.9 Foster Youth: -114.3 Socioeconomically Disadvantaged: -80.4 Students with Disabilities: -133.6</p>		<p>Distance Points From Standard in English Language Arts (ELA): -59.2 Specific Student Groups: English Learners: -90.6 Black or African American: -84.4 Hispanic: -70.7 Foster Youth: -105.4 Socioeconomically Disadvantaged: -68 Students with Disabilities: -125.5</p>	<p>Distance Points from Standard in English Language Arts (ELA): 3.2 points lower than baseline overall. Specific Student Groups: English Learners 1.5 points lower than baseline. Black or African American 5.4 points lower than baseline.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Federal Terrace Elementary Lincoln Elementary Loma Vista Environmental Science Academy Mare Island Health and Fitness Academy</p> <p>Distance Points From Standard in Math Specific Student Groups: Homeless Black or African American (Action 4.5) Hispanic (Action 3.1) White (Action 3.1) English Learners Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1) Specific Schools: Annie Pennycook Elementary Highland Elementary Lincoln Elementary Mare Island Health and Fitness Academy</p> <p>(Priority 4A) Source: CA School Dashboard</p>	<p>Annie Pennycook Elementary: -75.7 Federal Terrace Elementary: -74.7 Lincoln Elementary: -134.2 Loma Vista Environmental Science Academy: -88 Mare Island Health and Fitness Academy: -88.1</p> <p>Distance From Standard in Math: -100.4 Specific Student Groups: Homeless: -130 points Black or African American: -130.4 Hispanic: -109.6 White: -69.4 English Learners: -120.4 Foster Youth: -158.9 Socioeconomically Disadvantaged: -108.3 Students with Disabilities: -154.7 Specific Schools: Annie Pennycook Elementary -96.3 Highland Elementary: -123 Lincoln Elementary: -134.2</p>	<p>Specific Schools: Annie Pennycook Elementary: -67.9 Federal Terrace Elementary: -80.1 Lincoln Elementary: -73.5 (28 students) Loma Vista Environmental Science Academy: -88.1 Mare Island Health and Fitness Academy: -86.3</p> <p>Distance From Standard in Math: -96.4 Specific Student Groups: Homeless: -129.1 Black or African American: -128.4 Hispanic: -104.5 White: -76.1 English Learners: -115.1 Foster Youth: -103.9 Socioeconomically Disadvantaged: -103.9 Students with Disabilities: -152.9 Specific Schools:</p>		<p>Specific Schools: Annie Pennycook Elementary: -65.7 Federal Terrace Elementary: -64.7 Lincoln Elementary: -124.2 Loma Vista Environmental Science Academy: -78 Mare Island Health and Fitness Academy: -78.1</p> <p>Distance From Standard in Math: -90.4 points from standard Specific Student Groups: Homeless: -120 Black or African American: -120.4 Hispanic: -99.6 White: -59.4 English Learners: -110.4 Foster Youth: -148.9 Socioeconomically Disadvantaged: -98.3 Students with Disabilities: -144.7 Specific Schools:</p>	<p>Hispanic 1.2 points lower than baseline. Foster Youth 1.1 points higher than baseline. Socioeconomically Disadvantaged 2.4 points lower than baseline. Students with Disabilities 1.9 points higher than baseline. Specific Schools: Annie Pennycook Elementary 7.8 points higher than baseline. Federal Terrace Elementary 5.4 points lower than baseline. Lincoln Elementary 60.7 points higher than baseline. Loma Vista Environmental Science Academy 0.1 points lower than baseline. Mare Island Health and Fitness Academy 1.8 points higher than baseline.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Mare Island Health and Fitness Academy: -88.1</p> <p>Report Year 2022-2023</p>	<p>Annie Pennycook Elementary -93.5</p> <p>Highland Elementary: -128.7</p> <p>Lincoln Elementary: -58.9 (28 students)</p> <p>Mare Island Health and Fitness Academy: -118.8</p> <p>Report Year 2023-2024</p>		<p>Annie Pennycook Elementary -86.3</p> <p>Highland Elementary: -113</p> <p>Lincoln Elementary: -124.2</p> <p>Mare Island Health and Fitness Academy: -78.1</p> <p>Report Year 2025-2026</p>	<p>Distance from Standard in Math: 4 points higher than baseline overall.</p> <p>Specific Student Groups:</p> <p>Homeless 0.9 points higher than baseline.</p> <p>Black or African American 2 points higher than baseline.</p> <p>Hispanic 5.1 points higher than baseline.</p> <p>White 6.7 points lower than baseline.</p> <p>English Learners 5.3 points higher than baseline.</p> <p>Foster Youth 55 points higher than baseline.</p> <p>Socioeconomically Disadvantaged 4.4 points higher than baseline.</p> <p>Students with Disabilities 1.8 points higher than baseline.</p> <p>Specific Schools: Annie Pennycook Elementary 2.8</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						points higher than baseline. Highland Elementary 5.7 points lower than baseline. Lincoln Elementary 75.3 points higher than baseline. Mare Island Health and Fitness Academy 30.7 points lower than baseline.
1.6	% NWEA Projected Proficiency Reading Specific Student Groups: English Learners Black or African American (Action 4.5) Hispanic (Action 3.1) Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1) Specific Schools: Annie Pennycook Elementary Federal Terrace Elementary Lincoln Elementary Loma Vista Environmental Science Academy	NWEA Projected Proficiency Reading 27.38% Specific Student Groups: English Learners: 6.92% Black or African American: 22.34% Hispanic: 22.78% Foster Youth: 14.4% Socioeconomically Disadvantaged: 25.55% Students with Disabilities: 13.8% Specific Schools: Annie Pennycook Elementary: 26.15% Federal Terrace Elementary: 19.77% Lincoln Elementary: 5%	NWEA Projected Proficiency Reading 32.46% Specific Student Groups: English Learners: 9.5% Black or African American (Action 4.5): 26.88% Hispanic (Action 3.1): 28.23% Foster Youth: 18.63% Socioeconomically Disadvantaged: 30.19% Students with Disabilities (Action 3.1): 18.62% Specific Schools:		37.38% NWEA Projected Proficiency Reading Specific Student Groups: English Learners: 16.92% Black or African American: 32.34% Hispanic: 32.78% Foster Youth: 24.4% Socioeconomically Disadvantaged: 35.55% Students with Disabilities: 23.8% Specific Schools: Annie Pennycook Elementary: 36.15%	NWEA Projected Proficiency Reading: 5.08 percentage points above baseline overall. Specific Student Groups: English Learners 2.58 percentage points above baseline. Black or African American 4.54 percentage points above baseline. Hispanic 5.45 percentage points above baseline. Foster Youth 4.23 percentage points above baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Mare Island Health and Fitness Academy</p> <p>% NWEA Projected Proficiency Math</p> <p>Specific Student Groups:</p> <p>Homeless</p> <p>Black or African American (Action 4.5)</p> <p>Hispanic (Action 3.1)</p> <p>White (Action 3.1)</p> <p>English Learners</p> <p>Foster Youth</p> <p>Socioeconomically Disadvantaged</p> <p>Students with Disabilities (Action 3.1)</p> <p>Specific Schools:</p> <p>Annie Pennycook Elementary</p> <p>Highland Elementary</p> <p>Lincoln Elementary</p> <p>Mare Island Health and Fitness Academy</p> <p>(Priority 2A)</p> <p>Source: Student Analytics Lab, 8.5 NWEA MAP Projected Scores Dashboard</p>	<p>Loma Vista Environmental Science Academy: 27.38%</p> <p>Mare Island Health and Fitness Academy: 22.93%</p> <p>19.55% NWEA Projected Proficiency Math</p> <p>Homeless: 9.69%</p> <p>Black or African American: 13.01%</p> <p>Hispanic: 16.22%</p> <p>White: 30.45%</p> <p>English Learners: 7.63%</p> <p>Foster Youth: 9.37%</p> <p>Socioeconomically Disadvantaged: 17.45%</p> <p>Specific Schools:</p> <p>Annie Pennycook Elementary: 12.3%</p> <p>Highland Elementary: 6.3%</p> <p>Lincoln Elementary: 5.6%</p> <p>Mare Island Health and Fitness Academy: 15%</p> <p>from School Year 2023-2024, Midyear Assessment</p>	<p>Annie Pennycook Elementary: 30.7%</p> <p>Federal Terrace Elementary: 27.5%</p> <p>Lincoln Elementary: 20.4%</p> <p>Loma Vista Environmental Science Academy: 25.8%</p> <p>Mare Island Health and Fitness Academy: 30%</p> <p>22.34%% NWEA Projected Proficiency Math</p> <p>Specific Student Groups:</p> <p>Homeless: 11.41%</p> <p>Black or African American (Action 4.5): 16.87%</p> <p>Hispanic (Action 3.1): 19.8%</p> <p>White (Action 3.1): 30.21%</p> <p>English Learners: 10.99%</p> <p>Foster Youth: 10.13%</p> <p>Socioeconomically Disadvantaged: 21.14%</p> <p>Students with Disabilities (Action 3.1): 14.46%</p>		<p>Federal Terrace Elementary: 29.77%</p> <p>Lincoln Elementary: 15%</p> <p>Loma Vista Environmental Science Academy: 37.38%</p> <p>Mare Island Health and Fitness Academy: 32.93%</p> <p>30.52% NWEA Projected Proficiency Math</p> <p>Homeless: 29.94%</p> <p>Black or African American: 25.14%</p> <p>Hispanic: 27.62%</p> <p>White: 36.4%</p> <p>English Learners: 19.03%</p> <p>Foster Youth: 19%</p> <p>Socioeconomically Disadvantaged: 28.85%</p> <p>Specific Schools:</p> <p>Annie Pennycook Elementary: 25%</p> <p>Highland Elementary: 16.4%</p> <p>Lincoln Elementary: 15%</p>	<p>Socioeconomically Disadvantaged 4.64 percentage points above baseline.</p> <p>Specific Schools: Students with Disabilities 4.82 percentage points above baseline.</p> <p>Specific Schools: Annie Pennycook Elementary 4.55 percentage points above baseline.</p> <p>Federal Terrace Elementary 7.73 percentage points above baseline.</p> <p>Lincoln Elementary 15.4 percentage points above baseline.</p> <p>Loma Vista Environmental Science Academy 1.58 percentage points below baseline.</p> <p>Mare Island Health and Fitness Academy 7.07 percentage points above baseline.</p> <p>NWEA Projected Proficiency Math:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Specific Schools: Annie Pennycook Elementary: 19.2% Highland Elementary: 6.9% Lincoln Elementary: 4.2% Mare Island Health and Fitness Academy: 21.2%</p> <p>from School Year 2024-2025, Midyear Assessment</p>		<p>Mare Island Health and Fitness Academy: 28.33%</p> <p>from School Year 2025-2026, Midyear Assessment</p>	<p>2.79 percentage points above baseline overall. Specific Student Groups: Homeless 1.72 percentage points above baseline. Black or African American 3.86 percentage points above baseline. Hispanic 3.58 percentage points above baseline. White -0.24 percentage points below baseline. English Learners 3.36 percentage points above baseline. Foster Youth 0.76 percentage points above baseline. Socioeconomically Disadvantaged 3.69 percentage points above baseline. Students with Disabilities 1.99 percentage points above baseline. Specific Schools: Annie Pennycook Elementary 6.9</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						percentage points above baseline. Highland Elementary 0.6 percentage points above baseline. Lincoln Elementary 1.4 percentage points below baseline. Mare Island Health and Fitness Academy 6.2 percentage points above baseline.
1.7	% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words % of 1st graders that score P in 1st grade fluency passage % of 2nd graders that score P 2nd grade fluency passage (Priority 2A) Source: ESGI database	32.09% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 37.75% of 1st graders that score P in 1st grade fluency passage 38.7% of 2nd graders that score P 2nd grade fluency passage School Year 2024-2025, Midyear Actual	32.09% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 37.75% of 1st graders that score P in 1st grade fluency passage 38.7% of 2nd graders that score P 2nd grade fluency passage School Year 2024-2025, Midyear Actual		35% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 80% of 1st graders that score P in 1st grade fluency passage 80% of 2nd graders that score P 2nd grade fluency passage School Year 2026-2027, Midyear Actual	Baseline is Year 1 Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	% of graduates meeting UC/CSU requirements (Priority 4B) Source: CA School Dashboard, College/Career, Additional Reports	26% of graduates met UC/CSU requirements Report Year 2022-2023	20.1% of graduates met UC/CSU requirements Report Year 2023-2024		36% of graduates met UC/CSU requirements Report Year 2025-2026	5.9 percentage points below baseline
1.9	% Not Deficient in credits for A-G courses (Priority 4B) Source: Student Analytics Lab	78.6% Not Deficient in credits for A-G courses School Year 2023-2024, Quarter 3	61.3% Not Deficient in credits for A-G courses *at High School sites School Year 2023-2024, Quarter 3		88% Not Deficient in credits for A-G courses School Year 2026-2027, Quarter 3	17.3 percentage points below baseline
1.10	% of students who graduate and complete a CTE pathway (Priority 4C) Source: CA School Dashboard, College/Career, Additional Reports	8.4% of students graduated and completed a CTE pathway Report Year 2022-2023	5.0% of students graduated and completed a CTE pathway Report Year 2023-2024		35% of students graduated and completed a CTE pathway Report Year 2025-2026	3.4 percentage points below baseline
1.11	% of students who met UC/CSU requirements AND complete a CTE pathway (Priority 4D) Source: CA School Dashboard, College/Career, Additional Reports	3.8% of students met UC/CSU requirements AND completed a CTE pathway Report Year 2022-2023	1.7% of students met UC/CSU Requirements AND Completed at Least One CTE Pathway Report Year 2023-2024		14% of students met UC/CSU requirements AND completed a CTE pathway Report Year 2025-2026	2.1 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	% of students who passed an advanced placement (AP) examination with a score of 3 or higher (Priority 4G) Source: College Board	33% of students who passed an advanced placement (AP) examination with a score of 3 or higher Administration Year 2023	37% of students passed an advanced placement (AP) examination with a score of 3 or higher Administration Year 2024		45% of students who passed an advanced placement (AP) examination with a score of 3 or higher Administration Year 2026	4 percentage points above baseline
1.13	% of 11th grade students who Met or Exceeded standards on CAASPP- ELA (Priority 4H) Source: DataQuest	28.92% of 11th grade students Met or Exceeded standards on CAASPP- ELA Report Year 2022-2023	25.38% of 11th grade students who exceeded standards on CAASPP - ELA Report Year 2023-2024		36% of 11th grade students Met or Exceeded standards on CAASPP- ELA Report Year 2025-2026	3.54 percentage points below baseline
1.14	% of 11th grade students who Met or Exceeded standards on CAASPP - Math (Priority 4H) Source: DataQuest	11.85% of 11th grade students Met or Exceeded standards on CAASPP - Math Report Year 2022-2023	14.66% of 11th grade students who exceeded standards on CAASPP - Math Report Year 2023-2024		18% of 11th grade students Met or Exceeded standards on CAASPP - Math Report Year 2025-2026	2.81 percentage points above baseline
1.15	% of students who graduated high school within four years Specific Student Groups: Students with Disabilities	78.9% of students graduated high school within four years Specific Student Groups:	76.8% of students graduated high school within four years Specific Student Groups:		88% of students graduated high school within four years Specific Student Groups:	Overall four-year graduation rate: 2.1 percentage points below baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learners Specific Schools: John Finney (Priority 5E) Source: DataQuest	Students with Disabilities: 52% English Learners: 62.5% Specific Schools: John Finney: 83% Report Year 2022-2023	Students with Disabilities 62.9% English Learners 61.4% Specific Schools: John Finney 80.2% Report Year 2023-2024		Students with Disabilities: 62% English Learners: 72.5% Specific Schools: John Finney: 93% Report Year 2025-2026	Specific Student Groups: Students with Disabilities: 10.9 percentage points above baseline. English Learners: 1.1 percentage points below baseline. Specific Schools: John Finney: 2.8 percentage points below baseline.
1.16	% of high school graduates who are placed in the "Prepared" level on the College/Career Indicator Specific Student Groups: Students with Disabilities English Learners Homeless African American Specific Schools: John Finney (Priority 8A) Source: CA School Dashboard	15.6% of high school graduates placed in the "Prepared" level on the College/Career Indicator. Specific Student Groups: Students with Disabilities: 7.7% English Learners: 4.5% Homeless: 0% African American: 8.2% Specific Schools: John Finney 0% Report Year 2022-2023	15.4% of high school graduates placed in the "Prepared" level on the College/Career Indicator. Specific Student Groups: Students with Disabilities 1.8% English Learners 4.4% Homeless 0% African American 5.9% Specific Schools: John Finney 1% Report Year 2023-2024		32% of high school graduates placed in the "Prepared" level on the College/Career Indicator. Specific Student Groups: Students with Disabilities: 17.7% English Learners: 14.5% Homeless: 10% African American: 18.2% Specific Schools: John Finney 10% Report Year 2025-2026	High school graduates placed in the "Prepared" level on the College/Career Indicator: 0.2 percentage points below baseline. Specific Student Groups: Students with Disabilities: 5.9 percentage points below baseline. English Learners: 0.1 percentage points below baseline. Homeless: same as baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						African American: 2.3 percentage points below baseline. Specific Schools: John Finney: 1 percentage point above baseline.
1.17	% of Preschoolers indicated in Building Earlier and above in measures Social and Emotional Development, Language and Literacy Development, and Cognition: Math Source: DRDP Assessment	40% of Preschoolers indicated in Building Earlier and above in Social and Emotional Development, 30% of Preschoolers indicated in Building Earlier and above in Language and Literacy Development 32% of Preschoolers indicated in Building Earlier and above in Cognition: Math Fall 2024 Assessment	40% of Preschoolers indicated in Building Earlier and above in Social and Emotional Development, 30% of Preschoolers indicated in Building Earlier and above in Language and Literacy Development 32% of Preschoolers indicated in Building Earlier and above in Cognition: Math Fall 2024 Assessment		50% of Preschoolers indicated in Building Earlier and above in Social and Emotional Development, 40% of Preschoolers indicated in Building Earlier and above in Language and Literacy Development 42% of Preschoolers indicated in Building Earlier and above in Cognition: Math Fall 2027 Assessment	New Metric for 2025-2026

Goal Analysis [2024-25]

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

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

The narrative below describes progress made during 2024-2025 on actions under Goal 1 focusing around the VCUSD Strategic Pillar, Vibrant Culture of Teaching and Learning:

Action 1.1 (Common Core Aligned Curriculum and Instruction) has six activities intended to support VCUSD in providing a rigorous program aligned to the California Common Core State Standards. Materials to supplement the core program were provided at multiple grade levels. Planning guides and syllabi developed by expert teachers and district staff were implemented for consistency across classrooms in the district. VCUSD utilized the NWEA Measures of Academic Progress (MAP) system to assess students three times throughout the year: Beginning of Year (August-September), Mid-Year (January) and end of year (May). Literacy and mathematics coaching was differentiated through site-level, district and contract services. As of August 2024, secondary classrooms received grade-appropriate furniture as Phase One of updating classroom resources. Phase Two installation of resources for TK-8 and elementary classrooms had to be paused for 2024-2025 and has not taken place, but is scheduled for 2025-2026. Consequently this action is not fully implemented and considered to be still in progress.

Action 1.2 (Structured Early Literacy Program) is on-going as teachers continue to receive training and enhance their instruction to ensure students are meeting targets for mastery prior to entering third grade. Implementation of new approaches such as a UFLI pilot in 2024-2025 at some sites has provided insight on best practices. This action is partially implemented.

Action 1.3 (Services for Multilingual Learners) focuses on practices and resources that support English proficiency for VCUSD Multilingual Learners. Staff identified in this action have been in place supporting integrated and designated English Language Development, providing professional learning and coaching. Ellevation software continues to be the platform for monitoring and documenting progress. VCUSD continues to work on codifying actions in the four components of the VCUSD English Learner Master Plan. This action is partially implemented.

Action 1.4 (Visual and Performing Arts Programs) supplements the implementation of visual and performing arts (VAPA) programming across all school sites. Funds have been used for materials not provided through Proposition 28- Art, Music in Schools funding as well as supplemental activities focusing on our early learners and English Learners. VCUSD is in the initial stages of building a TK-12 VAPA program so this action is partially implemented. As part of the initial rollout, funds supported pilot programs at elementary sites exploring new disciplines—Pennycook (theater), Mare Island (dance), and Highland (hip hop). Glen Cove and Steffan Manor are piloting arts integration, with Steffan Manor also incorporating translanguaging. Parent communications, arts celebrations, and VAPA/AMS updates reflect strong engagement. Three laptops were provided to new VAPA teachers. These pilots were fully implemented and informed site-level VAPA plan refinement.

Action 1.5 (District Instructional Leadership) staff are in place to support district priorities. The Educational Services Leadership team has scheduled and held monthly DLT meetings where district wide topics were discussed using data and progress monitoring to identify site-specific next steps. Given the breadth of topics that could be covered, district leadership focused these sessions to focus on high leverage

instructional topics. In 2024-2025, VCUSD focused on bringing together secondary department chairs to further build the system of support for shared leadership of VCUSD Instructional Priorities.

and monthly meetings with CCEE and SCOE. CCEE has also continued hosting their monthly Directors Community of Practice sessions with Directors in all divisions of the district. VCUSD held three sessions (Fall, Winter, Spring) of district learning walks where district and site staff visit classrooms, collect data and discuss progress towards implementation of district priorities. This action as written is fully implemented with a focus on effectiveness across all activities.

Action 1.6 (Site Instructional Leadership) provides staffing and procedures to support the implementation of a rigorous core program. Staffing positions were filled at all sites to address this action. Site Instructional Leadership teams varied in implementation as indicated by variance in composition, number of meetings and content discussed. Site level classroom walkthroughs also varied by site. This action is in progress.

Action 1.7 (Professional Learning for Teaching and Learning) implementation was measured based on the calendar developed by the Professional Learning department prior to the start of the school year and the VCUSD Professional Learning plan in Year 2 during the 2024-2025 school year. District-wide mandatory professional learning was provided during five full day sessions, monthly after school sessions, and optional professional development opportunities. Implementation of this action was impacted by change in professional learning topics during professional development days as well as staff attendance.

Action 1.8 (Student Outcome Data Analysis) and 1.18 (Implementation of VCUSD Strategic Plan and Local Control and Accountability Plan) provide for staffing and structures to support a culture of data driven continuous improvement. Identified staff and software platform to build a robust data management system are in place. The Superintendent initiated a Superintendent's Student Advisory Committee that has provided input to inform the district's planning. Additional work is needed to provide a user-center system, improve data integrity, and increase frequency of use. Both actions are considered partially implemented.

Action 1.9 (Curriculum Enrichment Programs) provides for multiple supports to enhance students' learning experience while at VCUSD through site and district provided programming. Staffing for the Loma Vista Farm is in place and providing opportunities for educational experiences. Given the impact of Curriculum Enrichment teacher vacancies and the ability to fully expend funds through the end of the school year, this action is considered partially implemented.

Action 1.10 (21st Century Technology Environments) supports the implementation of the updated VCUSD Technology Plan by maintaining a 1:1 student-to-device ratio, as documented in AssetMax and supported by purchase orders. Devices, apps, and programs for students and staff have been acquired, and vendor services are sustained for daily classroom use, including tools like Google Classroom. All Library Media Technicians are in place, as verified by HR. A work order system (Incident IQ) and AssetMax are used to monitor and track support, and site staff are increasingly equipped to handle minor issues directly, reducing ticket volume. While core technology infrastructure is functioning, planned enhancements—such as auditorium audio upgrades—have not yet been implemented. Given these factors and the continued opportunity to strengthen site-level capacity, this action is partially implemented.

Action 1.11 (Staffing for Choice Schools, Secondary Electives, Specialized Programs and Reduction of Combination Classes) focuses on increasing teacher staffing to improve prioritized areas of instruction across the district. VCUSD was able to hire 49.6 of 60 FTE allocated during the 2024-25 school year. Hiring qualified teachers continues to be a challenge so this action is in progress.

Action 1.12 (Early Childhood Education Enhancements) and Action 1.13 (Alternative Schools) work at opposite ends of the PreK-12 continuum. Positions identified in these actions were filled. Some activities funded in this action had to be paused until 2025-2026 so this action is not fully implemented.

Action 1.14 (College and Career Readiness), Action 1.15 (College Preparatory Program), and Action 1.17 (Bridge Programs for Incoming Middle and High School Students) focus on VCUSD's efforts to ensure students are able to graduate with skills outlined in the VCUSD Portrait of a Graduate. The ability to hire positions needed before the beginning of 2024-2025 in order to execute activities impacted progress in fulfilling these actions. VCUSD was able to provide SAT testing for the first time in many year. College and Career staff were also able to host a Black College Fair and several STEAM events across VCUSD schools. Willie B Adkins and SER Latino provided additional supports and enrichment for our high school students. VCUSD is still working to build multiple pathways and opportunities for students to demonstrate college and career preparedness so these actions overall are still partially implemented.

Action 1.16 (Native American Support) would be considered initially implemented. As a non-contributing action, VCUSD staff are continuing with efforts to identify resources that support VCUSD Native American students.

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

VCUSD allocated \$31,651,943.00 for actions in Goal 1, Vibrant Culture of Teaching and Learning. The estimated actual expenditures for 2024-2025 were \$23,155,106.78. In analysis of the substantive difference in expenditures of \$8,496,836.22, the following actions were impacted:

Action 1.9 (Curriculum Enrichment) and Action 1.11 (Staffing for Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes) were impacted by the difference between projected costs and actual salary and benefits for new teachers as well as availability of qualified staff for open positions. Early identification of additional teachers needed to minimize combination classes will allow for proactive hiring. On-going recruitment efforts have been made to increase the number of teachers hired to increase services in both Action 1.9 and Action 1.11.

Allocations for Action 1.7 (Professional Learning for Teacher and Learning), Action 1.13 (Alternative Schools), Action 1.14 (College and Career Readiness), Action 1.15 (College Preparatory Program), and Action 1.17 (Summer Bridge Programs) were increased during 2024-2025 to allow for expansion of services for VCUSD unduplicated services. With the focus on instruction and prioritizing of Tier 1 instruction, efforts around expansion in these areas were limited to that focus.

Finally spending under Action 1.10 (21st Century Technology Environments) was limited due to inventory work happening across all schools to ensure devices are being monitored and tracked for proper use as well as terms of useful life (ability for Chromebooks to access updates).

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

VCUSD saw progress in Goal 1 metrics and actions in the first year of a three-year LCAP cycle as well as opportunities for growth in student academic outcomes and effectiveness based on metrics that will inform the 2025-2026 plan.

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

Four metrics relate to the 2024 VCUSD CAASPP performance: Metrics 1.4 (CAASPP % Met/Exceeded Standards in English Language Arts [ELA], Math, and Science), 1.5 (Distance Points From Standard in ELA and Math) , 1.13 (% of 11th grade students who Met or Exceeded standards on CAASPP- ELA) and 1.14 (% of 11th grade students who Met or Exceeded standards on CAASPP- Math).

From the baseline year (2023-2024) to Year 1 (2024-2025), VCUSD students showed overall growth in Mathematics and Science (Metrics 1.4, 1.5, 1.14). English Language Arts saw some decline overall, in students groups (Metrics 1.4, 1.5) and in the 11th grade (Metric 1.13). Mathematics scores improved overall by 1.3% between 2023 and 2024 (from 16.52% to 17.82%) with students moving 4 points closer to grade level standards. Science scores improved overall from 12.54% meeting or exceeding standards in 2023 to 13.16% in 2024.

In looking at the student groups and specific schools monitored in Metric 1.4, while most identified groups had some decline in ELA results on the 2024 CAASPP, Foster Youth students had a 3.86% in students who met or exceeded standards. Annie Pennycook Elementary (up 0.8%), Federal Terrace Elementary (up 4.36%) and Loma Vista Environmental Science Academy (up 3.54%) also showed progress between 2023 and 2024 on the ELA CAASPP. For Mathematics, Black or African American (grew 0.17%), Hispanic (grew 1.91%), White (grew 5.46%), English Learners (grew 0.9%), Socioeconomically Disadvantaged (grew 1.89%), and Students with Disabilities (grew 1.23%) all showed growth in percentage of students meeting or exceeding standards. In Science, Black or African American (grew 1.4%) and Socioeconomically Disadvantaged (grew 1.14%) student groups showed positive growth.

VCUSD utilized the NWEA Measure of Academic Progress Assessment (Metric 1.6) to monitor progress during the 2024-2025 school year to inform effectiveness of actions. The NWEA Projected Proficiency for Reading for grades 1-12 at the Midyear assessment in 2024-2025 is 32.46% compared to the same timeframe in 2023-2024 where the projected proficiency was 27.38%. All identified specific student groups outlined in Metric 1.6 also made growth.

In 2024-2025, effectiveness of Action 1.1 (Common Core Aligned Curriculum and Instruction), Action 1.3 (Services for Multilingual Learners), Action 1.5 (District Instructional Leadership), Action 1.6 (Site Instructional Leadership), Action 1.7 (Professional Learning for Teaching and Learning), Action 1.8 (Student Outcome Data Analysis), Action 1.10 (21st Century Technology Environments), Action 1.11 (Staffing For Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes), and Action 1.18 (Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions) are informed by the progress made on Metrics 1.4, 1.5, 1.6, 1.13, 1.14 as well as Metric 1.2.

In collaboration with CCEE and SCOE, VCUSD developed a data-driven action plan that is supported by the actions indicated above. The related metrics determine the degree in which the work of VCUSD's cycle of continuous improvement is impacting the outcomes of VCUSD

students. Based on the 2024 Dashboard outcomes, additional focused efforts on strategies supporting literacy have been a priority. Ensuring that classrooms are equipped with tools and resources to promote active learning in a 21st century environment decreases barriers for access. On-going, differentiated training for staff based on research based practices is taking place across all levels of the system (classified, certificated and management) in support of students. In 2024-2025, site and district leadership meetings provided dedicated time to review the plan, develop and monitor quarterly actions, and set individual targets and goals. With the improvement in Math on the 2024 CAASPP and progress overall and with specific student groups on the NWEA MAP Reading, current year data is indicating that the above actions are showing some effectiveness. VCUSD anticipates that all above actions will be in full implementation allowing for more specificity of each action's impact.

Metric 1.7 focused on early literacy assessments to measure progress at our early grades in effort to meet our district goal of all students reading at grade level by third grade. In comparing Midyear actuals from CORE and fluency assessments between 2023-2024 and 2024-2025, VCUSD students in kindergarten through second grade are showing measurable progress towards the end of year targeted outcome.

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

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

Based on 2024 data, VCUSD saw positive growth in Metric 1.12 with a 4% point increase of students who passed an advanced placement (AP) examination with a score of 3 or higher moving from 33% in 2023 to 37% in 2024. VCUSD also saw positive growth in Metric 1.14 with a 2.81% increase in 11th grade students who met or exceeded standards on CAASPP in Mathematics.

Effectiveness of Actions 1.13 (Alternative Schools Support), 1.14 (College and Career Readiness), 1.15 (College Preparatory Program) and 1.17 (Bridge Programs for Incoming Middle and High School Students) are measured by one or more of the above nine metrics. With the improvement in two actions, VCUSD is seeing some progress in effectiveness of these actions. In 2024-2025, VCUSD focused on next steps to improve secondary student outcomes in collaboration meetings with CCEE and SCOE. Prioritized activities as well as a multiyear timeline was drafted to enhance current LCAP actions and further improve secondary student outcomes.

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

VCUSD will maintain the planned goal, and target outcomes for the 2025-2026 school year.

Most metrics will remain the same as originally written. New information and refinements to the 2025-2026 include:

Metric 1.7 has been adjusted to include more accurate language around CORE assessments for kindergarten students.

New Metric: 1.17 % of Preschoolers indicated in Building Earlier and above in measures Social and Emotional Development, Language and Literacy Development, and Cognition: Math. This metric was created to collect data using ECE assessment tool for Action 1.12 Early Childhood Education Enhancement.

Most actions will also remain as written. Refinements to the 2025-2026 LCAP actions include:

Action 1.1 (Common Core Aligned Curriculum and Instruction) will have a sub-action related specifically to Science.

Action 1.5 (District Leadership Team) will shift the focus of the site-level teacher leaders from supporting a dedicated site to differentiating work based on overall site needs based on multiple measures of data. The 16.0 site-level teacher leaders will include up to 2.0 FTE focus on inclusion in the general education classes to ensure all students have equitable support.

Action 1.13 (Alternative Schools Support) will merge the Virtual Academy with the Independent Student Academy to focus on serving students in grades 6-12.

Action 1.17 (Bridge Programs for Incoming Middle and High School Students) will add a sub-action that addresses early prevention for high school transition success by providing additional teachers to better target subject areas (example, Math) where students come into high school unprepared, causing a struggle in ninth grade and beyond. Additional teacher staffing will allow for lower class sizes and support in the middle grades and first year of high school.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Common Core Aligned Curriculum and Instruction	<p>This action supports the rigorous implementation of California Common Core Standards aligned curriculum, instruction and assessment for low-income, English learner and foster youth students as outlined in the VCUSD Instructional Priorities.</p> <p>1.1.a Instructional Materials Materials will be purchased to supplement the core program in all subject areas. School based libraries will be maintained with up to date collections that serve to supplement the core curriculum instructional materials with informational and fictional text. Priority will be given to ensuring that school</p>	\$1,544,830.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>library collections are culturally relevant to the students of Vallejo and are gender inclusive.</p> <p>1.1.b Planning Guides and Syllabi Planning Guides and syllabi will be revised as needed through district and site collaboration to support implementation and clarify how and when the District adopted core curriculum materials can be supplemented with other materials to reflect the multi tiered system of support for each core program. Funds will be provided for collaboration around implementation.</p> <p>1.1.c District Common Assessments District Benchmark Assessments will be administered 3 times per year in grades 1-12 using the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment. This includes a beginning of year baseline assessment, a mid year assessment, and an end of year assessment. Transitional Kindergarten and Kindergarten students are assessed twice each year using the ESGI assessment or a similar platform. Preschool students are assessed using the DRDP. District Formative Assessments will be administered for each grade level 3 times per year. All grades K-12 will conduct performance tasks outlined in the planning guides. Grades K-8 will also conduct formative assessments three times a year to inform progress on the following: reading foundational (grades K-2), reading fluency (grades 3-5), reading for meaning (grades 3-12). Funds will provide for supplemental districtwide resources.</p> <p>1.1.d Classroom Furniture and Learning Resources All TK-12 classrooms will be provided with grade level- appropriate furniture and learning resources to ensure low-income, English learner and foster youth students demonstrate structured student talk, collaboration around complex texts and application of foundational skills to increase engagement in all depth of knowledge tasks in every classroom across the District. Funds will provide for learning resources to ensure active learning for unduplicated students in all classrooms.</p> <p>1.1.e Targeted ELA Coaching Support VCUSD District ELA team will work with external partners and site leadership of schools with specific subgroups performing at the lowest level to develop a collaborative system of support including walkthroughs and feedback sessions around implementation of strategies learned through on-going professional development. Additional coaching and support will be provided at the school, grade level and individual teacher level as needed.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>1.1.f Targeted Math Coaching Support VCUSD District Math team will work with external partners and site leadership of schools with specific subgroups performing at the lowest level to develop a collaborative system of support including walkthroughs and feedback sessions around implementation of strategies learned through on-going professional development. Additional coaching and support will be provided at the school, grade level and individual teacher level as needed.</p> <p>1.1.g Targeted Science Coaching Support VCUSD District Professional Learning team will work with schools to develop a collaborative system of support including walkthroughs and feedback sessions around implementation of strategies learned through on-going professional development. Additional coaching and support will be provided at the school, grade level and individual teacher level as needed.</p>		
1.2	Structured Early Literacy Program	<p>VCUSD expects all students to be reading at grade level by third grade. This action supports the implementation of a structured early literacy program, incorporating research based practices to support literacy development in grades TK-3, focusing on phonemic awareness, phonics fluency, oral language, vocabulary and comprehension. A structured approach is essential to ensure success for all unduplicated students.</p> <p>1.2 Structured early literacy practices will be integrated into the adopted curriculum and provide supplemental support as needed. Student progress will be regularly assessed; Instructional practices and implementation will be adjusted accordingly. All educational partners will collaborate to support student literacy. Professional learning will be provided for all teachers to become proficient in early literacy development and deliver best first instruction. Ongoing coaching support and monitoring will be provided to ensure strong implementation. Students will receive just in time intervention supports as determined through assessment data and progress monitoring. Funds will support activities including staffing, supplemental programs, professional development, extra hours, and parent workshops.</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Services for Multilingual Learners (ML)	<p>This action provides services and support for English Learners (ELs) also known as Multilingual Learners (MLs) to increase English proficiency and reclassification.</p> <p>1.3.a Supplemental Resources for Language Acquisition Programs VCUSD will provide supplemental resources to enhance designated and integrated ELD resources including software that address language development needs and resources, such as English 3D, that provide additional tools for ML students to reach Literacy goals.</p> <p>1.3.b English Learner Master Plan District will collaborate with educational partners to develop a multi-year plan aligned to the English Learner Roadmap. This plan will be implemented and monitored in order to close the achievement gap between all students and EL students in TK - 12th grade. Funds will be provided for services and extra hours.</p> <p>1.3.c Ellevation Program Management Software Provides an online EL program management system for monitoring progress of English learners and reclassified fully English proficient students. Data is provided in a format that builds teachers' capacity to differentiate learning for EL students.</p> <p>1.3.d District English Learner (EL) Teacher Leaders Elementary District EL teacher leader (1.0 FTE) and Secondary District EL teacher leader (1.0 FTE) will provide support to sites to implement ELD and access to the core curriculum for EL students, as well as provide professional development.</p> <p>1.3e Adaptive Technology Explore, purchase, implement and monitor tools to increase language and foundational literacy with emergent language learners.</p>	\$433,951.20	Yes
1.4	TK-12 Visual and Performing Arts Programs	<p>This action provides students in grades TK-12 with arts education opportunities during the school day at all VCUSD school sites.</p> <p>1.4.a TK-12 Visual and Performing Arts Supplemental Resources</p>	\$331,438.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Funds will be used for materials, equipment, supplies, and contracted services from community arts and other partners to support the planning process and to enhance the VAPA programs across the school district to provide low-income students with resources to experience the range of visual and performing arts activities. Equipment will include technology upgrades to presentation spaces such as school district auditoriums.</p> <p>1.4.b Visual and Performing Arts Pathway Leadership A 1.0 FTE Director of Visual and Performing Arts (VAPA) will lead the exploration of and planning for a Visual and Performing Arts school. A classified director of Visual and Performing Arts will oversee the expansion of VAPA programming.</p>		
1.5	District Instructional Leadership (Differentiated Assistance Action)	<p>This action outlines district level staffing and structures developed in partnership with California Collaborative for Educational Excellence (CCEE) and Solano County Office of Education (SCOE) to support the rigorous implementation of California Common Core Standards aligned to the VCUSD Instructional Priorities to positively impact academic outcomes for our unduplicated students.</p> <p>1.5.a District Instructional Reform Coordinators and Teacher Leaders Elementary and Secondary administrator and teacher leaders will provide leadership in curriculum implementation, effective instructional strategies, program assessment, and the implementation of learning from professional development that is responsive to the needs of our targeted students groups, in particular English Learners, Foster Youth and low income students. Staffing will include Elementary and Secondary Directors (.5 FTE per admin), TK-12 ELA and the Humanities District instructional reform coordinator (1.0 FTE), TK-12 Math and the Sciences District instructional reform coordinator (1.0 FTE) and 18.0 FTE Teacher Leaders who support site and district priorities.</p> <p>1.5.b District Leadership Team meetings District and site leadership participate in scheduled collaboration to implement the Data and Analysis Framework that will guide the use of data to improve outcomes for students, including targeted subgroups, in the areas of academic achievement, positive behavior (including regular attendance) and social emotional learning.</p>	\$3,052,994.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>1.5.c Site and District Level Learning Walks</p> <p>Site and District level Learning Walks will be conducted according to established timelines and protocols in order to determine the levels of implementation of the VCUSD Instructional Priorities and the impact these practices are having on student learning, particularly targeted subgroups,. The data from learning walks will be used to identify trend data in order to determine areas of need and aligned actions, and target the allocation of resources.</p>		
1.6	Site Instructional Leadership	<p>This action outlines site level structures to support the rigorous Implementation of California Common Core Standards aligned to the VCUSD Instructional Priorities at the site level to positively impact academic outcomes for our unduplicated students.</p> <p>1.6.a Site based Leadership Support</p> <p>Vice Principals will support instruction and social emotional learning. Staffing will include: high school vice principals (4.0 FTE), middle school vice principals (2.0 FTE), and elementary vice principal (1.0 FTE).</p> <p>1.6.b Site based Instructional Leadership Teams</p> <p>Leadership teams will be in place at each site to assist the principal with developing and monitoring the instructional and social emotional learning programs, particularly for targeted subgroups. Funds will be available for Extra Service Agreements and stipends to hold Instructional Leadership Team meetings beyond the student day.</p> <p>1.6.c Site Level Classroom Walkthroughs</p> <p>Classroom walkthroughs will be conducted according to established timelines by site level staff using the VCUSD Walkthrough protocol to identify areas of strengths and areas for growth and provide teacher feedback in order to improve literacy core instructional practices, particularly for targeted subgroups.</p>	\$1,383,501.00	Yes
1.7	Professional Learning for Teaching and	<p>This action describes the types of professional learning opportunities for certificated and classified staff that will support the instructional program in order to increase the numbers of low-income, English learner and foster</p>	\$3,601,472.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Learning (Differentiated Assistance Action)	<p>youth students graduating college and/or career ready. Funds will be allocated for supplies, vendor services, extra services agreements to pay staff beyond the duty day, and salaries and benefits for contractual professional learning days.</p> <p>1.7.a Multi-Year, Comprehensive Professional Learning Plan A three year professional learning plan has been developed and will be implemented to guide professional development from School Years 2024-2025 through 2025-26.</p> <p>1.7.b Professional Learning Staffing A 1.0 FTE certificated director will develop, implement and monitor the professional learning plan. A 1.0 FTE classified staff person will support the implementation and monitoring of the professional learning plan.</p> <p>1.7.c District Professional Learning Priorities for all Staff The professional learning opportunities described in this action are priorities for all certificated and targeted classified staff. It is anticipated that training in these areas will take place over multiple years in order to reach all staff and to ensure a deep understanding that becomes a part of the District culture. The priorities are:</p> <p>1.7.c.i Assessment and Data Analysis for Continuous Improvement All staff will participate in professional learning needed to implement the Data and Analysis Framework that will guide the use of data to improve outcomes for students, including targeted subgroups, in the areas of academic achievement, positive behavior (including regular attendance) and social emotional learning. Professional learning in this area will also include support in the effective implementation of the VCUSD Learning Walk process.</p> <p>1.7.c.ii Diversity, Equity and Inclusion This training will build awareness, hone communication skills, and promote action that supports inclusion and equitable outcomes for all students.</p> <p>1.7.c.iii VCUSD Instructional Priorities This focused training will support the implementation of and improve the student success rate of the District Instructional Priorities for Literacy and Math.</p> <p>1.7.c.iv Accelerated Learning Strategies This training will include support for differentiation, "Just In Time" Teaching, and the use of Tier 2 and 3 interventions based on student data from formative assessments.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>1.7.c.v The Science of Reading This action will support professional learning aligned to improved literacy outcomes for all instructional staff.</p> <p>1.7d Literacy Aligned Professional Learning for Teachers All classroom teachers in grades K-5 will participate in Core Learning sessions as outlined in the VCUSD Professional Learning Plan for school year 2024-2025. Preschool and TK teachers will participate in professional learning sessions aligned to essential literacy standards for preschool and TK students.</p> <p>1.7e Professional Learning for Teacher Leaders All teacher leaders and others providing coaching will participate in the Core Learning coaching program during the 2024-2025 school year.</p> <p>1.7.f Professional Learning for Site and District Administrators supporting Literacy All administrators with a literacy leadership role will participate in ongoing learning through Core Learning leadership program as outlined in the Professional Learning Plan.</p> <p>1.7.g Improvement Science Professional Learning</p> <p>1.7.g.i Foundation Learning - Improvement Science Foundational learning provided to the Executive Cabinet and the District Leadership Team will be supported in order to apply foundational learning.</p> <p>1.7.h Professional Learning Targets to Measure Success for Core Learning Process targets to guide implementation and student performance targets to measure success will be established for the Core Learning Professional Learning Plan for 2024-2025 prior to contract approval.</p> <p>1.7.i Professional Learning Literacy Expectations for Site Based Professional Learning The professional learning implemented at the sites during the 2024-2025 school year will align to the VCUSD Professional Learning Parameters for use of time during early release Wednesdays.</p> <p>1.7.j District Professional Learning Priorities for Specialized Staff The professional learning opportunities in this action are priorities for certain groups of staff members and will be fully described in the Multi-Year Professional Learning Plan. These priorities will include:</p> <p>1.7.j.i Coaching for new principals.</p> <p>1.7.j.ii Coaching and support aligned to Professional Learning Communities for Site and District Leadership Teams.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>1.7.j.iii Coaching and support for Teacher Leaders, including Cognitive Coaching professional learning and other professional learning as outlined in the Professional Learning Plan.</p> <p>1.7.j.iv CA Learning Foundations and curriculum training for Pre-K teachers, TK teachers, and teacher assistants that support these programs.</p> <p>1.7.j.v New teacher training and support.</p> <p>1.7.j.vi Phonemic awareness instruction for K-3 teachers.</p> <p>1.7.j.vii 8th-9th grade transition through Cal Ed Partners for targeted schools.</p> <p>1.7.j.viii Training, collaboration, and support for department chairs at middle and high school levels.</p> <p>1.7.j.ix Targeted training for 6-12 grade teachers in the areas of literacy, and integrated math.</p> <p>1.7.j.x SIPPS Training for targeted intervention instructors.</p> <p>1.7.j.xi Mathematical Practices for K-5 teachers.</p> <p>1.7.j.xii AVID training and collaboration meetings.</p> <p>1.7.j.xiii Training, collaboration, and support aligned with VCUSD's MTSS framework.</p> <p>1.7.j.xiv Teacher Institute for targeted TK-12 teachers.</p> <p>1.7.j.xv Training, collaboration, and support for content-specific instruction for middle and high school, including targeted subgroups.</p> <p>1.7.j.xvi Universal Design for Learning</p> <p>1.7.j.x.ii Training, collaboration, and support for science, K-12</p> <p>1.7.k Delivery Systems for Professional Learning</p> <p>The VCUSD Professional Learning Plan establishes baseline professional learning that will be provided to all staff members, as well as recommended Professional Learning experiences that will be provided to staff members after the duty day.</p> <p>1.7.k.i Early Release Wednesdays</p> <p>Professional learning activities will be provided at each site on early release Wednesdays as specified in the VCUSD/VEA Bargaining Agreement. The professional learning provided during this time will align to the parameters established in the VCUSD Professional Learning Plan.</p> <p>1.7.k.ii 4 professional development days have been built into the annual calendar for certificated staff members.</p> <p>1.7.k.iii 3 Professional development days have been built into the annual calendar for classified staff.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>1.7.I Site Collaboration K-5, K-8, and alternative schools will be allocated up to five hours per teacher, or up to 2 days of release time, pending availability of substitute teachers, for grade level, or departmental collaboration.</p>		
1.8	Student Outcome Data Analysis (Differentiated Assistance Action)	<p>This action identifies staffing and structures in partnership with California Collaborative for Educational Excellence (CCEE) and Solano County Office of Education (SCOE) to support a culture of data driven culture of continuous improvement throughout the district, with a focus on overall student progress as well as additional analysis of targeted subgroups, including low income, English Learner, and Foster Youth students.</p> <p>1.8.a Student Outcome Data Analysis Staffing A 1.0 FTE Classified Director, will provide leadership and support to implement districtwide systems for data analysis in order to promote a data driven culture of improvement that impact student outcomes. A 1.0 FTE Student Data Technical Support Secretary will work under the direction of the Director to assist in the preparation of relevant data reports.</p> <p>1.8.b Student Data Management System A robust student data management system will be used by instructional staff to regularly track student outcomes, including targeted subgroups, and provide student supports. This system will be used to inform the multi-tiered system of supports. Strategies to address and ensure data integrity will be implemented and monitored. Funds will be provided for software, services, and extra hours for staff.</p>	\$410,686.00	Yes
1.9	Curriculum Enrichment Programs	<p>This action will support the implementation of site specific student enrichment programs and activities tied to school level themes and student interests. Programs will engage our low-income and English learner students as well as build connections between what they are learning in class and how it applies outside of school.</p> <p>1.9.a Site based Curriculum Enrichment</p>	\$2,281,670.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Funds will be allocated to sites to support enrichment activities aligned to the core curriculum. Activities include but are not limited to: classroom based services, assemblies, field trips to provide enrichment aligned to the core curriculum, career readiness, or college preparedness, or other services tied to student interest. Expenditures could include salaries, extra hours, benefits, materials, transportation and services.</p> <p>1.9.b Curriculum Enrichment Teachers Up to 7.0 curriculum enrichment teachers will provide specialized services to students and release teachers for planning and collaboration during the student day.</p> <p>1.9.c Loma Vista Farm This action supports the caretaking and guest services for the Loma Vista Farm. Located on the campus of the Loma Vista Environmental Science Academy, the farm provides a hands-on learning environment available to students in the Vallejo City Unified School District free of charge. Funds will be allocated for a farm keeper (1.0 FTE), a farm assistant (1.0 FTE) to maintain the farm and provide students with educational experiences as well as supplemental resources are employed to enhance farm curriculum will be provided.</p>		
1.10	21st Century Technology Environments	<p>This action will support the maintenance and enhancement of 21st Century learning and working environments for our low-income, English learner and foster youth students and staff as outlined in the VCUSD Technology Plan.</p> <p>1.10.a Maintenance and Enhancement of School Site Technology - Hardware and software will be purchased to ensure technology based learning environments, and staff efficiency. Hardware will be purchased to maintain a ratio of at least 1 device for every student at each school site and to replace aging devices. Technology infrastructure will be maintained and enhanced. Funding will provide for vendor services and equipment.</p> <p>1.10.b Library Media Technicians at all Schools Library Media Technicians (17.0 FTE) are provided at all VCUSD school sites to facilitate student and staff access to technology hardware, software, and library media services.</p> <p>1.10.c Technology Support Staffing</p>	\$2,932,105.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Technology Support Specialists (6.0 FTE) provide technical support to install and maintain hardware and install software systems. A Technology Training Specialist (1.0 FTE) will provide technology focused professional learning and coaching to staff. The Technology Department Secretary (1.0 FTE) will process and track all technology purchases, facilitate the development of vendor contracts, provide customer service, and provide support to the Director.</p> <p>1.10.d Site Based Technology Support Teachers</p> <p>Technology Support teachers (18) at all K- 5, K-8 and middle schools provide technical support to install and maintain appropriate hardware and software systems and receive an annual stipend of \$2500.</p>		
1.11	Staffing For Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes	<p>This action will support staffing structures at choice schools, secondary courses, specialized programs that require lower student to staff ratios in order to maintain the program integrity and/or to minimize the need to have combination classes in the elementary grades.</p> <p>1.11.a Classroom teachers (60.0 FTE) will be funded to maintain choice schools, secondary programs, and specialized programs as well as reduce combination classes to meet the needs and interests of low-income, English learner and foster youth students and families.</p>	\$6,399,757.00	Yes
1.12	Early Childhood Education Enhancement	<p>This action will support the enhancement of early childhood education programs that prepare low-income and English learner youth through the implementation of professional learning, community outreach, parent education, and purchase of classroom learning materials.</p> <p>1.12.a Preschool Program Enhancements</p> <p>Funds will be allocated for vendor services, extra service agreements for teachers, and the purchase of materials and supplies.</p> <p>1.12.b Pre-K Academy</p> <p>Students who enroll in Transitional Kindergarten or Kindergarten for the coming school year who have not previously participated in preschool will have the opportunity to participate in a 4 week Pre-K Academy during the</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		month of July prior to the start of the school year. Funds will be allocated for vendor services, extra service agreements for teachers, and the purchase of materials and supplies.		
1.13	Alternative Schools Support	<p>This action supports District alternative schools and programs developed to address specific student needs, prioritizing VCUSD low-income, English learner and foster youth students.</p> <p>1.13.a John Finney Education Complex A 1.0 Vice Principal will be funded to provide leadership support to John Finney High School, Everest Academy, Leadership Academy, Independent Study Academy, and Virtual Academy.</p> <p>1.13.b Counseling Services for John Finney Complex This program will provide funds for a counselor (1.0 FTE) to support students with academic and social emotional services.</p> <p>1.13.c Independent Study Academy This program will provide funds for a registrar, additional teachers (up to 5.0 FTE) supplies, and services to support students in grades 6-12 in a traditional independent study pathway and in grades 9-12 in a blended learning innovation pathway.</p> <p>1.13.e Web-based Education Students at Independent Study Academy, Everest Academy, John Finney High School, and Leadership Academy will have access to online courses in order to facilitate access to credit recovery and A-G courses and electives.</p>	\$681,698.00	Yes
1.14	College and Career Readiness	<p>This action provides programs and services to support TK-12 awareness as well as the transition from high school to college and/or career as identified in the VCUSD Portrait of a Graduate. VCUSD feels this action will have a high leverage impact on our unduplicated students, including targeted subgroups.</p> <p>1.14.a College and Career Student Support Staffing</p>	\$1,369,880.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>A 1.0 FTE College and Career liaison, 1.0 FTE College and Career classified coordinator, and 2.0 FTE middle school college and career counselors will provide support to create a college and career ready culture.</p> <p>1.14.b Enhanced Counseling Services High school counseling services will be enhanced beyond the contractual staffing formula (2.0 FTE).</p> <p>1.14.c Career Readiness Events District staff and students will participate in career exploration and preparation activities at VCUSD school sites and with other Solano County Districts. Funds will be allocated for extra hours for staff, services, supplies, transportation and facilities rental.</p> <p>1.14.d Career Technical Education and Pathways Develop career and academy pathways aligned to the fifteen industry sectors for high school students to provide students a rigorous standards based program focused on college and career readiness. Align these pathways to support programs for K-8 students, Vallejo Regional Education Center (VREC) students, dual enrollment opportunities with community colleges, careers in the trades, and other post-secondary opportunities. Funds will be used to purchase materials, and vendor services to support these programs.</p> <p>1.14.e Trades Preparation Implement middle and high school trades preparation programs through purchase of equipment and supplies.</p> <p>1.14.f Short-term Career Training Contract services provide high school students an after school program leading certification such as the Certified Medical Assistant certification. Funding will be used for vendor services to support the program.</p> <p>1.14.g College Awareness and Access In order to increase students' awareness of college and scholarship options, students will receive support to ensure they have access to opportunities including but not limited to college tours, assessment opportunities (i.e. ASVAB, PSAT, SAT, community college entrance requirements) and the completion of FAFSA in 12th grade. Funds will be allocated for resources including transportation, entrance exams and related costs for additional supports.</p> <p>1.14.h Advanced Placement (AP) Testing Support</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>In order to increase student access to AP courses additional training will be provided to teachers in order to increase availability of courses. Increased efforts will be made to increase student and parent awareness of AP courses and the benefits of student participation. Funds will be allocated to sites offering AP courses to pay for AP test fees, and student supports to pass the test.</p> <p>1.14.i Work-based Learning Experiences Opportunities to connect what students are learning in school with real-life jobs and potential careers. These experiences can occur in-school or after school. Funds will be provided for services and stipends.</p> <p>1.14.j Increased access to the High School Diploma implementation of the Alternative Pathway to the Diploma for students with Extensive Support Needs Increased access to the regular high school diploma for students with Mild / Moderate Support Needs. Funds will be provided for professional development and curricular and assessment materials.</p>		
1.15	College Preparatory Program	<p>This action supports programs that prepare students for success in college and/or career. Although open to all students, these programs are targeted to identified student groups with the goal of improving instructional outcomes for VCUSD unduplicated students.</p> <p>1.15.a Adkins Program College and Career Preparatory Program The Adkins Program is targeted to, but not limited to, African American students in grades 9-12. The program includes life skills instruction, rites of passage, tutoring, mentoring, PSAT and SAT prep, college visits, and college application support. Funds will be allocated for salaries, benefits, services and supplies.</p> <p>1.15.b College and Career Preparatory Program Targeted to the Latinx Student Population This program is targeted to the needs of Latinx high school students. The program provides support for high school success and access to college and career opportunities through tutoring, mentoring, and parent education. Funds will be allocated for salaries, benefits, services and supplies.</p> <p>1.15.c Advancement Via Individual Determination (AVID) Program</p>	\$230,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This program is targeted to first generation college and ML students will be provided at the comprehensive high schools and targeted middle schools. Funds will be allocated for salaries, benefits, services and supplies.</p> <p>1.15.d Middle College, Articulation, and Dual Enrollment</p> <p>This program will support opportunities for students to take college level courses while enrolled in high school, allowing them to enter college having already earned credits. This program has the potential to allow students to spend less time in college making it more financially accessible.</p>		
1.16	Native American Student Support	<p>This action provides Native American students with support and activities aligned to academic achievement and cultural heritage.</p> <p>1.16.a Native American Student Support</p> <p>Funds are provided for materials and services.</p>	\$4,000.00	No
1.17	Bridge Programs for Incoming Middle and High School Students	<p>This action supports students as they transition to middle and high school. Funds will be allocated for salaries, benefits, supplies and services. Priority will be given to low-income and English learner students.</p> <p>1.17.a Middle School Bridge Program</p> <p>Funds will be provided to enhance early outreach and orientation programs for students and their parents to successfully transition to middle school.</p> <p>1.17.b High School 9th Grade Summer Orientation</p> <p>Funds will be provided to the comprehensive high schools to enhance orientation programs prior to and during the school year for students and their parents to successfully transition students to high school.</p> <p>1.17.c Early Prevention for High School Transition Success</p> <p>Classroom teachers (up to 10.0 FTE) will be funded to provide extra support (ex. reduce class size, content intervention) in targeted subject areas that impact secondary transition grades (i.e. middle school and 9th grades) to ensure success in credit-bearing courses in high school and increase graduation rates for our low-income, English learner and foster youth students and families.</p>	\$933,562.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions	<p>This action will support staffing to direct and oversee a culture of continuous improvement throughout the district.</p> <p>1.18.a VCUSD Strategic Plan and Local Control Accountability Plan Actions Staffing .5 FTE Categorical Director will direct and support the implementation of actions within the Strategic Plan and the LCAP in order to support continuous improvement efforts to improve student outcomes. A 1.0 FTE accounting analyst will ensure funding is efficiently directed to current low-income, English learner and foster youth students.</p> <p>1.18.b. Student Advisory Council A Student Advisory Council will provide feedback to District staff on a range of district initiatives, including the development of the Local Control Accountability Plan. Funds will be provided for meeting supplies and transportation for leadership or engagement activities.</p>	\$422,148.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>Safe and Supportive Learning Environments (VCUSD Strategic Plan Pillar 2) -</p> <p>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.</p>	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

<p>Analysis of data from the state and our district student information system show that VCUSD must continue to invest in strategies to ensure students are attending school every day as well as feel engaged and safe.</p> <p>VCUSD has set the expectation that all students attend school everyday with a target rate of 95%. Currently our district average is 90.25% (April 2025).</p> <p>Educational partner input reinforces the importance for schools to be environments where students have a variety of options and opportunities to celebrate learning both inside and outside of the classroom. Both emotional and physical safety remain a focus for families in addition to consistent staff who are equipped to respond to student needs.</p> <p>This goal is aligned to Pillar 2 of the VCUSD Strategic Plan which is "Safe and Supportive Learning Environments". The VCUSD Governing Board outlines the following components of this pillar and the portrait which also inform this broad goal:</p> <p>Physical and emotional safety for all students</p> <p>Recognizing the value of each child and family</p> <p>Qualified teachers who reflect the diversity of our students</p> <p>Resources to provide additional support for students; creating support for parents</p> <p>Building relationships between and among students and teachers which will lead in engaging environments</p>
--

Expected outcomes are measured through campus walkthroughs with District and Solano County staff, student data collected through the District student information system, the California School Dashboard, and California Department of Education data collection systems.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of facilities in “good” or “exemplary” conditions (Priority 1C) Source: Williams Report	100% of facilities in “good” condition from School Year 2023-2024	100% facilities in “good” condition From School Year 2024-2025		100% of facilities in “good” condition from School Year 2026-2027	Target met for % of facilities in “good” or “exemplary” conditions
2.2	% Average daily attendance (Priority 5A) Source: Student Analytics Lab	90.06% Average daily attendance from School Year 2023-2024, Quarter 3	91.01% Average daily attendance from School Year 2024-2025, Quarter 3		94% Average daily attendance from School Year 2026-2027, Quarter 3	0.95 percentage points above baseline
2.3	% of Students chronically absent Specific Student Groups: White (Priority 5B) Source: CA School Dashboard and Student Analytics Lab	49.2% of Students chronically absent Specific Student Groups: White: 52.3% CA School Dashboard, Report Year 2022-2023 32.5% of Students chronically absent Specific Student Groups: White: 29.7%	35.8% of Students chronically absent Specific Student Groups: White: 28.5% CA School Dashboard, Report Year 2023-2024 29.7% of Students chronically absent Specific Student Groups: White: 28.8%		39.2% of Students chronically absent Specific Student Groups: White: 42.3% CA School Dashboard, Report Year 2025-2026 22.5% of Students chronically absent Specific Student Groups: White: 19.7%	Students chronically absent: 13.4 percentage points below baseline. Specific Student Groups: White: 23.8 percentage points below baseline. Source: CA School Dashboard Students chronically absent:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Analytics Lab, School Year 2023-2024, Quarter 3	Student Analytics Lab, School Year 2024-2025, Quarter 3		Student Analytics Lab, School Year 2026-2027, Quarter 3	19.5 percentage points below baseline. Specific Student Groups: White: 23.5 percentage points below baseline. Source: Student Analytics Lab
2.4	% of Middle School (7th and 8th grade) students who have dropped out of school (Priority 5C) Source: CALPADS and Student Analytics Lab, measured by CALPADS 1.14 report, and student counts from Student Analytics Lab who exited at the end of the academic year two years prior or exited during the prior academic year.	0.3% of Middle School (7th and 8th grade) students who have dropped out of school from School Year 2022-2023	0.7% of Middle School (7th and 8th grade) students who have dropped out of school from School Year 2022-2023		0% of Middle School (7th and 8th grade) students who have dropped out of school from School Year 2025-2026	0.4 percentage points above baseline
2.5	% of High School students who have dropped out of school as measured by the percentage point difference between the Four-Year Adjusted	21.1% of High School students who have dropped out of school Report Year 2022-2023	23.3% of High School students who have dropped out of school Report Year 2023-2024		11% of High School students who have dropped out of school Report Year 2024-2025	2.2 percentage points above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Cohort Graduation Rate and 100% (Priority 5D) Source: DataQuest					
2.6	% of Middle School students at risk for dropout and % of High School students at risk for dropout: chronically absent, has a suspension, and low performance on NWEA reading score (Priority 5D) Source: Student Analytics Lab data	5.2% of Middle School students at risk for dropout 2.6% of High School students at risk for dropout from School Year 2023-2024, Quarter 3	2.5% of Middle School students at risk for dropout 1.47% of High School students at risk for dropout from School Year 2024-2025, Quarter 3		2.2% of Middle School students at risk for dropout 0% of High School students at risk for dropout from School Year 2026-2027, Quarter 3	% of Middle School students at risk for dropout : 2.7 percentage points below baseline % of High School students at risk for dropout: 1.13 percentage points below baseline
2.7	% of students suspended once or more Specific Student Groups: Students with Disabilities White African American Foster Youth Socioeconomically Disadvantaged Specific Schools: Annie Pennycook Elementary Dan Mini Elementary Hogan Middle Jesse M. Bethel High	7.7% of students suspended once or more Specific Student Groups: Students with Disabilities: 10.2% White: 8.1% African American: 13.9% Foster Youth: 18.7% Socioeconomically Disadvantaged: 8.5% Specific Schools: Annie Pennycook Elementary 3.7%	5.8% of students suspended once or more Specific Student Groups: Students with Disabilities: 8.1% White: 7.2% African American: 11.3% Foster Youth: 18.8% Socioeconomically Disadvantaged: 6.3% Specific Schools:		Target is to reduce suspension rates by half. 3.85% of students suspended once or more Specific Student Groups: Students with Disabilities: 5.2% White: 4.1% African American: 6.95% Foster Youth: 9.35%	Students suspended once or more: 1.9 percentage points below baseline Specific Student Groups: Students with Disabilities: 2.1 percentage points below baseline White: 0.9 percentage points below baseline African American: 2.6 percentage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	John Finney High (Continuation) Mare Island Health and Fitness Academy Solano Widenmann Leadership Academy (Priority 6C) Sources: CA School Dashboard and Student Analytics Lab	Dan Mini Elementary 4.1% Hogan Middle: 15.6% Jesse M. Bethel High: 10.4% John Finney High: 14.1% Mare Island Health and Fitness Academy: 9% Solano Widenmann Leadership Academy: 13.6% CA School Dashboard, Report Year 2022-2023 4.95% Suspension Rate Specific Student Groups: Students with Disabilities: 7.48% White: 5.45% Black or African American: 10.48% Foster Youth: 10.40% Socioeconomically Disadvantaged: 6.02% Specific Schools: Annie Pennycook Elementary 2.03% Dan Mini Elementary: 1.07% Hogan Middle: 16.35% Jesse M. Bethel High: 5.9% John Finney High: 3.23%	Annie Pennycook Elementary 1.4% Dan Mini Elementary 1% Hogan Middle: 16.1% Jesse M. Bethel High: 7.1% John Finney High: 1.9% Mare Island Health and Fitness Academy: 6.5% Solano Widenmann Leadership Academy: 8.3% CA School Dashboard, Report Year 2023-2024 2.75% Suspension Rate Specific Student Groups: Students with Disabilities: 4.58% White: 2.5% Black or African American: 5.76% Foster Youth: 6.49% Socioeconomically Disadvantaged: 3.16% Specific Schools:		Socioeconomically Disadvantaged: 4.25% Specific Schools: Annie Pennycook Elementary 1.85% Dan Mini Elementary 2.05% Hogan Middle: 7.8% Jesse M. Bethel High: 5.2% John Finney High: 7.05% Mare Island Health and Fitness Academy: 4.5% Solano Widenmann Leadership Academy: 6.8% CA School Dashboard, Report Year 2025-2026 2.48% Suspension Rate Specific Student Groups: Students with Disabilities: 3.74% White: 2.72% Black or African American: 5.24% Foster Youth: 5.2%	points below baseline Foster Youth: 0.1 percentage points above baseline Socioeconomically Disadvantaged: 2.2 percentage points below baseline Specific Schools: Annie Pennycook Elementary: 2.3 percentage points below baseline Dan Mini Elementary: 3.1 percentage points below baseline Hogan Middle: 0.5 percentage points below baseline Jesse M. Bethel High: 3.3 percentage points below baseline John Finney High: 12.2 percentage points below baseline Mare Island Health and Fitness Academy: 2.5 percentage points below baseline Solano Widenmann

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Mare Island Health and Fitness Academy: 4.19%</p> <p>Solano Widenmann Leadership Academy: 7.7%</p> <p>Student Analytics Lab, School Year 2023-2024, Quarter 3</p>	<p>Annie Pennycook Elementary 1.04%</p> <p>Dan Mini Elementary: 0.22%</p> <p>Hogan Middle: 8.62%</p> <p>Jesse M. Bethel High: 2.91%</p> <p>John Finney High: 6.96%</p> <p>Mare Island Health and Fitness Academy: 1.65%</p> <p>Solano Widenmann Leadership Academy: 5.45%</p> <p>Student Analytics Lab, School Year 2024-2025, Quarter 3</p>		<p>Socioeconomically Disadvantaged: 3.01%</p> <p>Specific Schools: Annie Pennycook Elementary 1.02%</p> <p>Dan Mini Elementary: 0.5%</p> <p>Hogan Middle: 8.18%</p> <p>Jesse M. Bethel High: 2.95%</p> <p>John Finney High: 1.62%</p> <p>Mare Island Health and Fitness Academy: 2.1%</p> <p>Solano Widenmann Leadership Academy: 3.85%</p> <p>Student Analytics Lab, School Year 2026-2027, Quarter 3</p>	<p>Leadership Academy: 5.3 percentage points below baseline</p> <p>Source: CA School Dashboard, Report Year 2023-2024</p> <p>Students suspended once or more: 2.2 percentage points below baseline</p> <p>Specific Student Groups: Students with Disabilities: 2.9 percentage points below baseline</p> <p>White: 2.9 percentage points below baseline</p> <p>African American: 4.7 percentage points below baseline</p> <p>Foster Youth: 3.9 percentage points below baseline</p> <p>Socioeconomically Disadvantaged: 2.9 percentage points below baseline</p> <p>Specific Schools: Annie Pennycook Elementary: 1.0</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						percentage point below baseline Dan Mini Elementary: 0.9 percentage points below baseline Hogan Middle: 7.7 percentage points below baseline Jesse M. Bethel High: 3.0 percentage points below baseline John Finney High: 3.7 percentage points above baseline Mare Island Health and Fitness Academy: 2.5 percentage points below baseline Solano Widenmann Leadership Academy: 2.3 percentage points below baseline Source: Student Analytics Lab, School Year 2024-2025, Quarter 3
2.8	% Expulsion Rate (Priority 6B) Source: DataQuest	0.0% Expulsion Rate Report Year 2022-2023	0.0% Expulsion Rate		0% Expulsion Rate Report Year 2024-2025	Target met for: % Expulsion Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Report Year 2023-2024			
2.9	<p>% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school-school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.</p> <p>% of 7th, % of 9th and % of 11th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in-school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on Perceived safety' key indicator.</p> <p>(Priority 6C)</p>	<p>57% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'School Connectedness Scale (In-School Only)'</p> <p>40% of 7th, 37% of 9th and 39% of 11th grade respondents reported 'Strongly Agree' or Agree on key indicator: 'School Connectedness (in-school)</p> <p>55% of 5th grade respondents reported 'Yes, all of the time' or "Yes, most of the time' on measure: 'caring adults in school- school caring relationships'</p> <p>52% of 7th, 48% of 9th and 58% of 11th grade respondents reported 'Very Much True', or 'Pretty Much True' on key indicator: 'Caring adult relationships'</p> <p>76% of 5th grade respondents reported</p>	<p>67% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'School Connectedness Scale (In-School Only)'</p> <p>40% of 7th, 48% of 9th and no data for 11th grade respondents reported 'Strongly Agree' or Agree on key indicator: 'School Connectedness (in-school)</p> <p>66% of 5th grade respondents reported 'Yes, all of the time' or "Yes, most of the time' on measure: 'caring adults in school- school caring relationships'</p>		<p>67% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'School Connectedness Scale (In-School Only)'</p> <p>50% of 7th, 47% of 9th and 49% of 11th grade respondents report 'Strongly Agree' or Agree on key indicator: 'School Connectedness (in-school)</p> <p>65% of 5th grade respondents report 'Yes, all of the time' or "Yes, most of the time' on measure: 'caring adults in school-school caring relationships'</p> <p>62% of 7th, 58% of 9th and 68% of 11th grade</p>	<p>% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'School Connectedness Scale (In-School Only)': 10 percentage points above baseline</p> <p>% of 7th grade respondents reported 'Strongly Agree' or 'Agree' on key indicator: 'School Connectedness (In-School)': No change from baseline</p> <p>% of 9th grade respondents reported 'Strongly Agree' or 'Agree' on key indicator: 'School Connectedness (In-School)': 11 percentage points above baseline</p> <p>% of 11th grade respondents</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California Healthy Kids Survey (CHKS) data	<p>'Yes, all of the time' or 'Yes, most of the time' on measure: 'High expectations-adults in school- school high expectations'</p> <p>65% of 7th, 61% of 9th and 70% of 11th grade respondents reported 'Very Much True', or 'Pretty Much True' on key indicator: 'High expectations- adults in school'</p> <p>62% of 5th grade respondents grade respondents reported 'Yes, all of the time' or "Yes, most of the time' on measure: 'Perceived Safety at School'</p> <p>39% of 7th, 30%of 9th and 32% of 11th grade respondents reported 'Very Safe' or 'Safe' on key indicator: 'Perceived safety'</p> <p>from School Year 2022-2023</p>	<p>53% of 7th, 53% of 9th and no data for 11th grade respondents reported 'Very Much True', or 'Pretty Much True' on key indicator: 'Caring adult relationships'</p> <p>81% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'High expectations- adults in school- school high expectations'</p> <p>68% of 7th, 68% of 9th and no data for 11th grade respondents reported 'Very Much True', or 'Pretty Much True' on key indicator: 'High expectations- adults in school'</p> <p>69% of 5th grade respondents grade respondents reported 'Yes, all</p>		<p>respondents report 'Very Much True', or 'Pretty Much True' on key indicator: 'Caring adult relationships'</p> <p>86% of 5th grade respondents report 'Yes, all of the time' or 'Yes, most of the time' on measure: 'High expectations- adults in school- school high expectations'</p> <p>75% of 7th, 71% of 9th and 80% of 11th grade respondents report 'Very Much True', or 'Pretty Much True' on key indicator: 'High expectations- adults in school'</p> <p>72% of 5th grade respondents grade respondents report 'Yes, all of the time' or "Yes, most of the time' on measure:</p>	<p>reported 'Strongly Agree' or 'Agree' on key indicator: 'School Connectedness (In-School)': No data</p> <p>% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'Caring Adults in School – School Caring Relationships': 11 percentage points above baseline</p> <p>% of 7th grade respondents reported 'Very Much True' or 'Pretty Much True' on key indicator: 'Caring Adult Relationships': 1 percentage point above baseline</p> <p>% of 9th grade respondents reported 'Very Much True' or 'Pretty Much True' on key indicator: 'Caring Adult</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>of the time' or 'Yes, most of the time' on measure: 'Perceived Safety at School'</p> <p>40% of 7th, 43% of 9th and no data for 11th grade respondents reported 'Very Safe' or 'Safe' on key indicator: 'Perceived safety' from School Year 2023-2024</p>		<p>'Perceived Safety at School'</p> <p>49% of 7th, 40% of 9th and 42% of 11th grade respondents report 'Very Safe' or 'Safe' on key indicator: 'Perceived safety' from School Year 2025-2026</p>	<p>Relationships': 5 percentage points above baseline % of 11th grade respondents reported 'Very Much True' or 'Pretty Much True' on key indicator: 'Caring Adult Relationships': No data</p> <p>% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'High Expectations – Adults in School – School High Expectations': 5 percentage points above baseline % of 7th grade respondents reported 'Very Much True' or 'Pretty Much True' on key indicator: 'High Expectations – Adults in School': 3 percentage points above baseline</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>% of 9th grade respondents reported 'Very Much True' or 'Pretty Much True' on key indicator: 'High Expectations – Adults in School': 7 percentage points above baseline</p> <p>% of 11th grade respondents reported 'Very Much True' or 'Pretty Much True' on key indicator: 'High Expectations – Adults in School': No data</p> <p>% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'Perceived Safety at School': 7 percentage points above baseline</p> <p>% of 7th grade respondents reported 'Very Safe' or 'Safe' on key indicator: 'Perceived Safety':</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						1 percentage point above baseline % of 9th grade respondents reported 'Very Safe' or 'Safe' on key indicator: 'Perceived Safety': 13 percentage points above baseline % of 11th grade respondents reported 'Very Safe' or 'Safe' on key indicator: 'Perceived Safety': No data
2.10	% of SST Interventions (Priority 6C) Source: AERIES	2.4% of SST Interventions from School Year 2023-2024, Quarter 3	2.9% of SST Interventions from School Year 2024-2025, Quarter 3		5% of SST Interventions from School Year 2026-2027, Quarter 3	0.5 percentage points above baseline
2.11	"Classroom Instructional Climate" score from: Kimochis (Priority 6C) Source: Kimochi's data	"Classroom Instructional Climate" score from: Kimochis: 2.78 from Fall 2023- 2024 School Year	"Classroom Instructional Climate" score from: Kimochis: 3.13 from Fall 2024-2025 School Year		"Classroom Instructional Climate" score from: Kimochis: 5 from Fall 2026-2027 School Year	0.35 percentage points above baseline
2.12	% of 3rd to 5th grade and 6th-12th grade	47% of 3rd to 5th grade, and 46% of 6th to 12th	51% of 3rd to 5th grade and 50% of		57% of 3rd to 5th, and 56% of 6th to	% of 3rd to 5th grade survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey</p> <p>(Priority 6C) Source: Panorama</p>	<p>grade survey respondents "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school"</p> <p>from: Fall 2023</p>	<p>6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school"</p> <p>from: Fall 2024</p>		<p>12th grade survey respondents respond "favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school"</p> <p>from: Fall 2027</p>	<p>respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school": 4 percentage points above baseline % of 6th to 12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school": 4 percentage points above baseline</p>

Goal Analysis [2024-25]

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

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

The narrative below describes progress made during 2024-2025 on actions under Goal 2 focusing around the VCUSD Strategic Pillar, Safe and Supported Learning Environments:

Action 2.1: Positive School Culture and Climate

Student Support Services has begun implementing site-level programs like PBIS and restorative practices, with direct support from district staff. Each site is working toward establishing clear behavior expectations and recognition systems through researched strategies such as

TLIM and PAX. Staff training in restorative practices continues, though consistent implementation across schools is ongoing. This action is partially implemented.

Action 2.2: Social Emotional Learning

Social Emotional Learning priorities have been defined, and school sites are working with staff to integrate SEL strategies into daily instruction. A research-based SEL screening tool has been purchased, and implementation is in the early stages. SEL is also being incorporated into district and site Learning Walks for observation and alignment. This action is partially implemented.

Action 2.3: Student Wellness and Mental Health

A Mental Health Coordinator and Wellness Specialists have been staffed to support trauma-informed care and student mental health needs. Enhancements to Wellness Centers are underway with the purchase of materials and furniture. Professional learning for staff and services for students and families are being expanded but are not yet fully scaled. This action is partially implemented.

Action 2.4: Student Supervision and Safety

Currently, 38 site safety supervisors are in place across secondary and TK-8 campuses. Staff have received Nonviolent Crisis Intervention and annual safety training focused on campus climate and student engagement. Resources such as golf carts have been purchased for emergency response and campus patrolling. Additional supervision supports extracurricular activities and student safety at high-traffic times and events. Staffing based on elementary school site need have been hired to provide supervision during unstructured times. This action is partially implemented.

Action 2.5: Attendance Awareness and Improvement Program

The district launched campaigns during National Attendance Awareness Month, First 100 Days, and March Madness to promote attendance. Recognitions for teachers and students are planned for April and May respectively. The A2A communication platform is in its second year of implementation and supports parent communication, while training for attendance staff occurs monthly. Awareness campaigns and events are ongoing but not yet fully institutionalized across all schools. This action is partially implemented.

Action 2.6: Student Engagement and Recognition

Clubs, leadership programs, and extracurricular activities are being expanded at school sites to increase student engagement. Funding supports supervision, materials, and stipends for staff. Student recognition for attendance, academics, and behavior is occurring but varies in consistency across sites. This year high school athletics were supported through Supplemental and Concentration grant funding. Given the first year, VCUSD is using 2024-2025 as a baseline year to support athletic scholars. This action is partially implemented.

Action 2.7: Staff Recruitment, Hiring and Retention

Efforts to recruit and retain high-quality staff are ongoing, including funding for stipends, exam fees, and travel. The leadership pipeline and teacher residency program are in development stages, with some staff hired to support these efforts. Staff recognition events are planned but not yet consistently implemented. This action is partially implemented.

Action 2.8: Teacher Induction Program and Mentoring

A two-year induction program with mentoring and formative assessment is available for credentialed teachers. Pre-interns and interns receive training on curriculum, classroom management, and student support. A Teacher Induction Leader supports coaching and development efforts, with work ongoing to scale support consistently. This action is partially implemented.

Action 2.9: Facilities Improvements

Facility enhancements are underway to support instruction, extracurriculars, and college-career programs. Funds are being used for improvements to athletics, arts, and specialized spaces. Projects are prioritized based on student safety and access, but progress varies by site. This action is partially implemented.

Action 2.10: Enhanced Transportation Services

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

Action 2.11: Professional Learning: Effective Learning Environments

Professional learning days and site-specific sessions are scheduled throughout the year, prioritizing high-need schools. Topics include SEL, trauma-informed practices, and DEI. Voluntary professional learning opportunities are also offered beyond the duty day. Rollout is in progress but not yet consistent across all departments and sites. This action is partially implemented.

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

VCUSD allocated \$13,576,851.00 for actions in Goal 2, Safe and Supportive Learning Environments. The estimated actual expenditures for 2024-2025 were \$12,002,871.86. In analysis of the substantive difference in expenditures of \$1,573,979.14, the following actions were impacted:

In 2024-2025, funding for Action 2.6 (Student Engagement and Recognition) was increased to support the athletic programs at the secondary level. 2024-2025 was used as a baseline year to determine actual funding needed. Actual spending in 2024-2025 will drive future budget development for this action.

Action 2.9 (Facility Improvements) was not fully expended due to project timelines and budgeting constraints in the Spring. The Facilities leadership team continues to review priority projects and will utilize available funding in 2025-2026.

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

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

Overall, VCUSD saw progress in ten of twelve of the metrics used to measure progress with Goal 2 actions. Middle school and high school drop out rates have not improved. VCUSD continues to focus on ensuring progress for all specific student groups. VCUSD also continues to monitor effectiveness of metrics to move daily attendance rates, suspension rates and chronic absenteeism above the county and state average.

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

VCUSD will maintain the planned goal, metrics, and target outcomes for the 2025-2026 school year. Most actions will also remain as written. Refinements to 2025-2026 LCAP actions include:

Metric 2.6 % of Middle School students at risk for dropout and % of High School students at risk for dropout: Calculation was updated for accuracy. NWEA actual score instead of projected score was used. Baseline and Target Outcome have been updated.

Metric 2.11 "Classroom Instructional Climate" score from: Kimochis: Baseline is now from fall data, as spring data is not available at time data is collected. Baseline and Target Outcome have been updated.

Action 2.4 (Student Supervision and Safety) - In 2025-2026, VCUSD will reduce the Site Safety staffing from 38 to up to 35 FTE due to school closures and consolidation. Leadership will be evaluating current allocation of staff to ensure equity across all campuses. To support student supervision and safety, VCUSD will be identifying possible resources and tools to make supervision more efficient and effective.

Action 2.7 (Staff Recruitment, Hiring and Retention) - In response to educational partner engagement, VCUSD will refine Action 2.7 to include consideration for salary and compensation through Supplemental and Concentration grant funds to ensure VCUSD is able to retain staff that are receiving intentional professional learning and on-going support.

Action 2.9 (Facilities Improvements) - Given the investments in facility enhancements , VCUSD will be including staffing needed to maintain these spaces. In addition, VCUSD will provide preventive and responsive measures to ensure students are not impacted by acts of vandalism that occur during nonstudent hours.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive School Culture and Climate	This action supports the implementation and enhancement of programs to promote positive school climate and culture, and reduce suspension,	\$220,921.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>referral and expulsion rates, focusing on low-income and specific VCUSD student groups.</p> <p>2.1.a Student Support Services Staffing The Director of Student Support Services will prioritize increasing services to our low-income students across school sites. The Director of Student Support Services and his team work directly with school sites on proactive measures through PBIS and their equitable responses to student behavior through alternate means of correction. A portion of the Director salary and the Student Support Secretary (.5 FTE each) will be principally directed to meet the outcomes of our low income-students.</p> <p>2.1.b Site Based Programs Each site will have well defined positive behavior intervention support strategies in place to support positive student behavior. This includes clear expectations for student behavior in classrooms and in common areas, a system for ongoing teaching of student behaviors, and a system for recognizing positive student behavior. Examples of research based programs that could be used include but are not limited to PBIS (Positive Behavior Intervention Supports) and PAX and TLIM (The Leader in Me).</p> <p>2.1.c Site Based Restorative Practices Continue to refine the implementation of restorative practices. This action is supported at the site by the staff that receive extensive training in restorative practices.</p>		
2.2	Social Emotional Learning	<p>This action supports the implementation of social emotional learning strategies consistently at each school site and in every classroom, impacting our English learner, low-income and foster youth students.</p> <p>2.2.a District Social Emotional Learning Priorities This document outlines what will be developed and implemented at each site and in every classroom. This work will be directed by site administration and supported by the classroom teachers, Academic Support Providers and Mental Health Support Providers.</p> <p>2.2.b Social Emotional Learning Student Screening Tool A research based assessment will be used to screen students' social emotional learning and identify students that may benefit from additional</p>	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>support. Funds will be allocated for purchase of the screening tool, as well as other costs that may be associated with implementation of the screening tool.</p> <p>2.2.c Social Emotional Learning Implementation For the 2024-2025 school year Social Emotional Learning will be integrated into the VCUSD District and site level Learning Walks.</p>		
2.3	Student Wellness and Mental Health	<p>This action will support the development of mental health programs and supports for students, families, and staff. This will include addressing those experiencing trauma.</p> <p>2.3.a Up to 1.0 FTE Mental Health Coordinator will facilitate coordination of mental health services, supervise mental health staff, and provide professional learning for staff and parents in the area of mental health and trauma informed care.</p> <p>2.3.b Wellness Staffing Up to 18 FTE Mental Health Specialists are employed to provide mental health services to students working under the direction of a highly experienced school psychologist. Resources may also be used for contract services to support identified student needs.</p> <p>2.3.c Wellness Center Enhancements This action will support the development and maintenance of Wellness centers. This action includes materials and furniture.</p>	\$2,302,675.00	Yes
2.4	Student Supervision and Safety	<p>This action provides adequate staffing trained in PBIS to ensure student safety on campus and assist with building a positive school climate and culture.</p> <p>2.4.a Site Safety Supervisors Up to 35.0 FTE site safety supervisors supporting students at K-8 and Secondary schools. 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.</p>	\$3,143,896.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2.4.b Additional Supervision Additional adults will provide increased supervision outside of the classroom (ex. playground, buses, dismissal time) to ensure safety, proactive mentoring, and reinforcement of expectations. Funds will be used for programs and staffing.</p>		
2.5	Attendance Awareness and Improvement Program	<p>This action will support the implementation of the multi-tiered system of support to address the importance of daily attendance focusing on our low income, English learner and foster youth.</p> <p>2.5.a Districtwide attendance plan This action promotes awareness that regular student attendance is critical to student success, as well as the negative impacts of chronic absenteeism.</p> <p>2.5.b Site Supports to connect with families Provide school site offices with additional staffing to ensure offices respond to immediate student needs while Office Managers (TK-8) or Attendance Clerks (Secondary) are implementing best practices to prioritize high level of communication and collaboration with families regarding attendance. Staff collects information to provide relevant response. Attendance software A2A will be utilized to provide systematic communication and track progress.</p> <p>2.5.c Districtwide Community Awareness Parent and community awareness events and training will be implemented to provide information on the importance of student attendance and the impacts of chronic absenteeism. District staff will organize events to provide education about the importance of student attendance and inspire students, staff and families to aspire to achieve high levels of attendance.</p> <p>2.5.d Districtwide Attendance and Chronic Absence Supports Parent and community awareness events and training will be implemented to provide information on the importance of student attendance and the impacts of chronic absenteeism.</p>	\$826,117.00	Yes
2.6	Student Engagement and Recognition	This action supports student engagement through clubs, extra-curricular activities, and student recognition.	\$1,135,711.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2.6.a. Expansion of Student Clubs and Leadership Opportunities Support student engagement and learning through site based, high interest clubs and activities with allocation of funds to sites to pay teachers to supervise these activities after school hours, purchase supplies, and engage vendors to provide activities.</p> <p>2.6.b . Student Athletics, Activities and Leadership Programs Explore, plan and implement enhancement of organized activities during and after the school day. Funding will be allocated to maintain and enhance current high school athletics, activities and leadership programs including stipends, materials, services and a maximum of 1.6 FTE for certificated teacher time will support the coordination of programs and collaborate with site and district staff.</p> <p>2.6.c. Student Recognition Funds are allocated to sites for student recognition for attendance, positive behavior, academic achievement, and other site determined focus areas.</p>		
2.7	Staff Recruitment, Hiring and Retention	<p>This action will support the recruitment, hiring, and retention of highly qualified and high performing staff in support of our low-income, English learner and foster youth students.</p> <p>2.7.a Highly Qualified Staff Implement strong administrator, teacher and classified staff recruitment and retention programs to ensure high quality staff for optimal instructional delivery and learning.</p> <p>2.7.a.i Up to 1.0 FTE clerical staff will assist with the recruitment of highly qualified staff.</p> <p>2.7.a.i.i Funding will be used for stipends, substitute services, advertising, reproduction, exam fees, test preparation materials, tuition support in key content areas, recruitment travel, and contracted services.</p> <p>2.7.a.i.i.i Supplemental enhanced compensation for certificated staff will be prioritized.</p> <p>2.7.b Leadership Pipeline Funds will be used to build capacity for the future VCUSD certificated and classified leaders through a leadership pipeline.</p>	\$1,546,549.50	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2.7.c Teacher Residency Program (grant funded) Develop and implement a teacher residency program to support aspiring teachers who wish to enter a teacher program while in residence at VCUSD. A 1.0 Coordinator of Teacher Residency will support teachers who are accepted to the program and coordinate the coaching and fulfillment of their requirements to complete the program. The intent of the program is to connect these aspiring teachers to vacant positions upon completion of the program. This position will report to Human Resources and the Director of Professional Learning.</p> <p>2.7.d Staff Recognition Funds will be allocated for staff appreciation and recognition materials and events.</p>		
2.8	Teacher Induction Program and Mentoring	<p>This action supports the provision of ongoing support to all new teachers, including pre-interns, interns, and teachers with preliminary credentials. Funds will be used to hire mentors, purchase supplies, and contract with required agencies.</p> <p>2.8.a Teacher Induction Program Implement a two-year teacher induction program for preliminary credentialed teachers in a job-embedded formative assessment system of support and professional learning to fulfill the requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials. This program includes one on one coaching and mentoring.</p> <p>2.8.b New Teacher Support Prior to Eligibility for Teacher Induction Interns and pre-interns will be provided professional learning in the following area: standards based curriculum and instruction, classroom management, English Learner support, use of technology, and supporting students with IEPs.</p> <p>2.8.c Teacher Induction Teacher Leader Hire a 1.0 FTE Teacher Induction Teacher Leader to provide coaching and professional development support to interns and pre-interns.</p>	\$478,267.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Facilities Improvements	<p>This action will support facilities improvements to enhance learning environments at all schools.</p> <p>2.9 Safe, clean, and appropriate facilities for instruction, learning, and engagement. Funds may be used to enhance facilities for new programming, curriculum enrichment during the school day, extra curricular activities, and student safety. These funds may be used for upgrading athletic and visual and performing arts areas, spaces for college and career pathway programs, and/or other facilities to support low-income student access to exploring new interests. Improvements will ensure student safety and efficient use of space to maximize learning time. Funds will be used for services, purchase of equipment, and short term staffing needed to implement projects.</p> <p>2.9.b Staffing for on-going prevention and maintenance of schools to avoid lasting effects of vandalism and other external factors. Funds will provide for enhanced services for grounds work, paint, and preventive maintenance to expedite resolution of issues that impact student learning and positive school culture.</p> <p>2.9.c Additional resources to support the impact of school consolidation and closures. Funds will provide equipment, services and supplies to ensure high levels of student learning and engagement are uninterrupted.</p>	\$1,211,863.00	Yes
2.10	Enhanced Transportation Services	<p>This action supports the provision of transportation services to students that are unable to attend their home school.</p> <p>2.10.a Student Overflow Transportation Students required to attend schools outside of home school boundaries due to lack of space will be provided transportation to an overflow school. This service will prevent student absences and tardy arrivals due to lack of transportation.</p> <p>2.10.b Student Transportation for Expanded Learning, Enrichment and Extracurricular Activities</p>	\$228,492.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.0 FTE Operations Support Technician will coordinate student transportation to expanded learning programs, enrichment activities including field trips, and extracurricular activities including athletics.		
2.11	Professional Learning: Effective Learning Environments	<p>This action describes the professional learning that will be provided to staff to ensure that students are provided safe, supportive, and engaging learning environments. When professional learning sessions that are required for all staff members are done over time, staff at schools with higher needs based on data will be prioritized for earlier access. Professional learning will focus on supporting Social Emotional Learning, positive student behavior, Trauma Informed Care, Diversity, Equity, Inclusion, culture, and restorative practices.</p> <p>2.11.a. Professional Learning Calendar Days Four professional learning days have been built into the annual calendar for certificated staff members. Three have been built into the calendar for classified staff. A portion of this time will be dedicated to effective learning environments.</p> <p>2.11.b. Site/Department Specific Professional Learning Ongoing professional learning within the duty day will be provided throughout the year focused on professional learning topics based on needs. This includes professional learning for school sites and all district level divisions.</p> <p>2.11.c. Recommended Professional Learning Recommended professional learning will be scheduled for interested classified and certificated staff beyond the duty day. Participants in professional learning beyond the duty day will receive the contractual rate of pay.</p>	\$942,949.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

VCUSD has established coherent guidance through a multi-tiered system of support for student learning aligned with the VCUSD Instructional Priorities, the VCUSD Social Emotional Learning Priorities, and the VCUSD PBIS Response to Behavior Handbook. Goal 3 provides actions to address interventions and additional resources when the base program supports are not enough.

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

This goal is aligned with Pillar 1 which is "Equitable Opportunities, Equitable Outcomes." The VCUSD Governing Board outlines the following components of this pillar which also inform this broad goal:

- All students have what they need, when they need it
- Interventions are proactive, not reactive
- Individualized plans and support for all students
- Parent engagement that is early, transparent, and collaborative
- Allocation of resources to those who need the support while empowering those delivering the support

Expected outcomes are measured through State and District assessments, the quality of site multi-tiered support plans, student data collected through the District student information system, graduation data, and course access and participation. Data is accessed through local systems, the California School Dashboard, and California Department of Education DataQuest.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of English Learner (EL) students making progress toward English language proficiency on the ELPAC Specific Student Groups: Long-Term English Learner (LTEL) Specific Schools: Annie Pennycook (Priority 4E) Source: CA School Dashboard	44.8% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2022-2023	37.8% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2023-2024		54.8% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2025-2026	7 percentage points below baseline
3.2	% Projected Proficiency in Reading for EL student group (Priority 4E) Source: Student Analytics Lab	2.8% Projected Proficiency in Reading for EL student group from School Year 2023-2024, Midyear Assessment	4.9% Projected Proficiency in Reading for EL student group from School Year 2024-2025, Midyear Assessment		12.5% Projected Proficiency in Reading for EL student group from School Year 2026-2027, Midyear Assessment	2.1 percentage points above baseline
3.3	% of English Learner students reclassified as fluent English proficient (Priority 4F) Source: DataQuest, Annual Enrollment Data, Enrollment by English Language Acquisition	13.8% of English Learner students reclassified as fluent English proficient Report Year 2022-2023	13.5% of English Learner students reclassified as fluent English proficient Report Year 2023-2024		28% of English Learner students reclassified as fluent English proficient School Year 2025-2026	0.3 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Status (ELAS) and Grade					
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 2026-2027	Target met for: % of General Education students enrolled in courses described in Ed. Code 51210 and Ed. Code 51220, as applicable
3.5	% of low-income, English Learner, or Foster Youth students who participate in after-school programs (Priority 7B) Source: Student Analytics Lab	91.2 % of low-income students participate in after-school programs 77.6 % of English Learner students who participate in after-school programs 1.2% of Foster Youth students participate in after-school programs School Year 2023-2034	86.4 % of low-income students participate in after-school programs 21.4 % of English Learner students who participate in after-school programs 0.4% of Foster Youth students participate in after-school programs School Year 2024-2025		100% of low-income students participate in after-school programs 87.6% of English Learner students who participate in after-school programs 10.2% of Foster Youth students participate in after-school programs School Year 2026-2027	% of low-income students who participate in after-school programs: 4.8 percentage points below baseline % of English Learner students who participate in after-school programs: 56.2 percentage points below baseline % of Foster Youth students who participate in after-school programs: 0.8 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	% of staff who participate in professional development that includes intervention strategies for English Learner students (Priority 2B) Source: Professional Learning dept. data	84% of staff who participate in professional development that includes intervention strategies for English Learner students School Year 2023-2024	78.4% of staff who participate in professional development that includes intervention strategies for English Learner students School Year 2024-2025		94% of staff who participate in professional development that includes intervention strategies for English Learner students School Year 2026-2027	5.6 percentage points below baseline
3.7	% of staff who participate in professional development that includes intervention strategies for students with disabilities (Priority 7C) Source: Professional Learning department data	42% of staff who participate in professional development that includes intervention strategies for students with disabilities School Year 2023-2024	78.4% of staff who participate in professional development that includes intervention strategies for students with disabilities School Year 2024-2025		52% of staff who participate in professional development that includes intervention strategies for students with disabilities School Year 2026-2027	36.4 percentage points above baseline

Goal Analysis [2024-25]

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

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

The narrative below describes progress made during 2024-2025 on actions under Goal 3 focusing around the VCUSD Strategic Pillar, Equitable Opportunities, Equitable Outcomes:

Action 3.1: Multi-Tiered Systems of Support (MTSS) for Academics

This action includes multiple strategies to strengthen academic interventions for PreK–12 students, specifically low-income, English learners, or foster youth. The district is continuing to build its MTSS infrastructure, including Tier 2 and 3 supports focused on essential standards. Site-based interventions such as SIPPS and literacy materials are being used to provide differentiated instruction, particularly in early grades. High school students have access to credit recovery opportunities, and diagnostic assessments are being introduced to guide academic interventions. Literacy intervention teachers and high-dosage tutoring programs supplement classroom instruction for struggling readers. This action is partially implemented as systems and staffing are still being scaled districtwide.

Action 3.2 – Targeted Services for Multilingual Learners (ML)

This action supports English learners through bilingual tutors, high-leverage supports for newcomers, and professional development for teachers. Tutors help students access core content and accelerate language development, while targeted strategies are being explored for newcomers and long-term ELs. Professional learning is underway to equip staff with tools to better serve multilingual learners. This action is partially implemented as implementation varies by site and staffing levels.

Action 3.3 – Targeted Services for Foster Youth

Academic tutoring in ELA and math, curriculum enrichment activities like field trips, and mental health check-ins are being provided to support foster youth. These services are coordinated through vendors and school staff to ensure academic and emotional well-being. Implementation has begun but is still being fully developed across sites. This action is partially implemented.

Action 3.4 – Targeted Services for Long Term English Learners (LTELs)

Support for LTELs include increased academic rigor in ELA and content areas through targeted instruction and tutoring. A teacher leader coordinates efforts for both LTELs and dually identified students (MLs with IEPs), working with Special Education staff to ensure access to rigorous curriculum. These services are in place at some secondary sites but are still expanding. This action is partially implemented.

Action 3.5 – MTSS for Behavior, Attendance, and Social Emotional Learning

Each school site has a full-time Academic Support Provider to coordinate supports for behavior, attendance, and social-emotional learning. These staff are key to operationalizing the district's MTSS framework beyond academics. Their presence is helping align services to student needs, but further systematization is required. This action is partially implemented.

Action 3.6 – Targeted Supports for Behavior

District staff and inclusion specialists are working with schools to reduce suspensions and support Special Education inclusion. A Youth Court at Jesse Bethel offers restorative alternatives to suspension. Coaching and leadership are focused on improving equitable outcomes in student discipline. This action is partially implemented as strategies are still being refined and scaled.

Action 3.7 – Targeted Supports for Mental Health and Trauma-Informed Care

Additional psychologists and social workers are providing increased mental health counseling across the district. A Mobile Crisis Team is being developed to respond to urgent needs. These supports are addressing trauma and building a foundation for long-term mental health programming. This action is partially implemented due to ongoing hiring and system setup.

Action 3.8 – Wraparound Supports for Chronically Absent Students

CWA liaisons and clerical staff are tracking and supporting chronically absent students, with weekly site meetings to monitor progress. Interventions include parent outreach, SST meetings, and case management through SARB. The McKinney-Vento and Academic Support Providers are leveraged for outreach. This action is partially implemented as efforts continue to build consistency across sites.

Action 3.9 – Positive Youth Justice Initiative

A dedicated liaison provides one-on-one support to crossover youth, incorporating trauma-informed care, positive youth development, and wraparound services. The initiative is embedded into Student Support Services and MTSS frameworks. This action is partially implemented as systems are still being institutionalized across departments.

Action 3.10 – Supports for Unhoused Students and Families

This action includes training, outreach, mental health support, access to extracurriculars, and postsecondary transition services for unhoused students. A counselor oversees the implementation of services and collaborates with community organizations. Despite strong planning, full execution varies by site and staffing. This action is partially implemented.

Action 3.11 – Expecting and Parenting Student Support Program

A school-based support system is in place for parenting and expecting students, offering childcare, academic support, and essential supplies. The team includes three full-time staff who provide direct assistance to students and their children. This action is partially implemented as services are currently limited to specific locations.

Action 3.12 – Dispute and Resolution Success Liaison

A 1.0 FTE liaison works with families to resolve concerns early and improve relationships with school staff. The goal is to reduce conflict and build trust between the district and community. This action is partially implemented while systems for outreach and resolution are still being established.

Action 3.13 – Foster Youth Parent Outreach and Engagement

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

Action 3.14 – Targeted District Supports for School Climate and Student Engagement

Restorative justice training is provided to staff at schools with climate indicators in need of improvement. This action targets subgroups such as African American, Foster Youth, and Students with Disabilities. It is designed to increase engagement and reduce discipline disparities. This action is partially implemented due to staggered training schedules and varied site readiness.

Action 3.15 – Targeted District Supports to Increase Graduation Rate and College and Career Preparedness

High school counselors receive professional development to guide students in maintaining graduation progress through individualized four-year plans. The action is designed to enhance preparedness for postsecondary opportunities. This action is partially implemented as training and plan monitoring are ongoing.

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

VCUSD allocated \$8,513,716.00 to the actions in Goal 3, Equitable Opportunities, Equitable Outcomes. The estimated actual expenditures for 2024-2025 were \$7,752,195.39. In analysis of the substantive difference in expenditures of \$761,520.61, the following actions were impacted:

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

In 2024-2025, funding Action 3.2 (Targeted Services for Multilingual Learners) and Action 3.4 (Targeted Services for LTELs) was enhanced to increase services for MLL students based on their specific needs. VCUSD focused efforts in 2024-2025 assessing students to identify effective interventions. Interventions (and on-going assessment) will continue in 2025-2026.

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

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

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

Action 3.1 (Multi-Tiered Systems of Support [MTSS] for Academics), Action 3.3 (Targeted Services for Foster Youth), Action 3.13 (Foster Youth Parent Outreach and Engagement), Action 3.11 (Expecting and Parenting Student Support Program), and Action 3.9 (Positive Youth Justice Initiative) are aligned to Metric 1.4, 1.5, and 1.15. Overall, VCUSD students and student groups did not see an increase on the ELA indicator on the 2024 California Dashboard but either grew or maintained on the Math indicator on the 2024 California Dashboard. While not an identified metric, more current data from Metric 1.6 indicates that students are making progress as measured by the NWEA MAP projected scores.

Action 3.3 (Targeted Services for Foster Youth), Action 3.5 (MTSS for Behavior, Attendance, and Social Emotional Learning), and Action 3.6 (Targeted Supports for Behavior) are aligned to Metric 2.7 (% of students suspended once or more). While overall and many student groups decreased the suspension rate, VCUSD foster youth students had an increase. Some strategies are having a positive impact but VCUSD will not consider these actions to be totally effective until suspension rates are lower and students see related positive academic outcomes.

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

Action 3.2 (Targeted Services for Multilingual Learners) and Action 3.4 (Targeted Services for Long Term English Learners) are tied to Metric 3.1 and Metric 3.3 which are metrics tied to English Learner progress. While VCUSD saw a decline in both metrics from baseline, more current data indicates that VCUSD ML students are making progress towards positive outcomes in English Language Arts, a predictor for English Learner progress.

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

VCUSD will maintain the planned goal, metrics, and target outcomes for the 2025-2026 school year. Most actions will also remain as written. Refinements to 2025-2026 LCAP actions include:

Metric 3.2 % Projected Proficiency in Reading for EL student group: baseline is now from winter data, as spring data is not available at the time data is collected

Action 3.7 (Targeted Supports for Mental Health and Trauma Informed Care) will address a change in approach to enhance psychologist and or social worker services across VCUSD campuses.

Action 3.8 (Wraparound Supports for Chronically Absent Students) will become a contributing action to support families struggling with chronic absenteeism.

Action 3.10 (Supports for Unhoused Students and Families) will add actions to provide additional academic support to ensure qualifying students remain on track for graduation.

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) for Academics (LREBG Action)	<p>This action supports the development, implementation, maintenance and enhancement of the VCUSD Multi-Tiered System of Supports framework focused on interventions to improve outcomes for our low income, English learner and foster youth. Funds will be used for services if staffing is not available.</p> <p>3.1.a Academic MTSS Development</p>	\$2,879,166.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Focused work on development of MTSS for grades PreK – 12 will result in increased support to sites for implementation of intervention within and beyond the school day in English Language Arts, English Language Development, and mathematics. This work will include improved systems for implementing and monitoring student 504 Plans. Tier 2 interventions will focus on student needs aligned to the reteaching of grade level essential standards. Tier 3 interventions will focus on the teaching and/or reteaching of essential standards from previous grade levels. Funds will be allocated for salaries, benefits, services and supplies.</p> <p>3.1.b Site based Content Math and English Language Arts Interventions Site based content intervention funding will be used to differentiate instruction in English Language Arts and mathematics and support the continued growth of all students, with a priority on students not yet meeting standards in grades 1-12. The Systemic Intervention for Phonics, Phonemic and Spelling (SIPPS) program will be purchased and implemented for grades 1-4 for students in need of reteaching of grade level or previous grade level foundational English Language Arts standards. Literacy intervention materials will be identified and implemented for students in preschool, transitional kindergarten and kindergarten. Funds allocated for salaries, benefits, services and supplies.</p> <p>3.1.c High School Credit Recovery Students in need of additional credit for graduation will be offered credit recovery opportunities within and beyond the regular school day, including 0 and 7th period and summer programs. Funds allocated for salaries, benefits, services and supplies.</p> <p>3.1.d Diagnostic Assessments The district wide assessment system will be enhanced to include common formative assessments and diagnostic assessments. These assessments will inform targeted academic interventions. Funds will be allocated for professional development and software.</p> <p>3.1.e High Dosage Tutoring for Literacy Tutors from vetted contracted service providers will be used to deliver targeted portions of the SIPPS program (grades 1-4) to supplement instruction provided by classroom teachers. Grade appropriate strategies and programs for struggling older readers will be provided.</p> <p>3.11.f. Literacy Intervention Teachers</p>		

Action #	Title	Description	Total Funds	Contributing
		Literacy intervention teachers will be hired to implement Tier 2 and 3 literacy intervention services to students in order to supplement the work of grade level teacher teams in providing interventions.		
3.2	Targeted Services for Multilingual Learners (ML)	<p>This action provides differentiated interventions for ML students.</p> <p>3.2a Classroom based Bilingual Tutor Support Bilingual tutors (18.0 FTE classified) will provide differentiated support to identified English learners during the school day in order to support English language development and access to core subjects. Services will be provided in the event staffing vacancies exist.</p> <p>3.2b High Leverage Supports for Newcomers Explore, develop, implement and monitor strategies and/or programs to assess knowledge, accelerate transition and increase access to content area learning for all K-12 newcomers . This includes but is not limited to additional staff, high dosage tutoring and professional learning. Funds will pay for staff, materials and services.</p> <p>3.2.c Professional Learning around Differentiating Support for ML students Providing training, coaching and feedback around intentional strategies that accelerate and or amplify language development for targeted ML student groups, particularly newcomers, LTELs and dually identified students.</p>	\$835,161.00	Yes
3.3	Targeted Services for Foster Youth	<p>Foster youth will be provided additional supports to support academic and other needs.</p> <p>3.3.a Foster Youth Learning Acceleration Foster youth will be provided academic supports through extended day tutoring focused on English Language Arts and Math using a vendor that specializes in providing services to this student group. Funds will be provided for services.</p> <p>3.3.b Foster Youth Enhanced Curriculum Enrichment</p>	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Foster youth will be provided curriculum enrichment through field trips targeted to student interests aligned to career goals. Funds will be provided for staff time beyond the duty day, materials, and services.</p> <p>3.3.c Foster Youth Mental Health Support</p> <p>Student Support Services staff will ensure that Mental Health staff at each school have a list of foster youth on campus and check in regularly to determine supports needed. Funds include salaries, benefits, materials, and services.</p>		
3.4	Targeted Services for Long Term English Learners (LTEL)	<p>This action provides differentiated interventions for Long Term English Learners (LTELs), including students who have an IEP and are LTEL.</p> <p>3.4.a High Leverage Supports for Long Term English Learners (LTELs) - Explore, develop, implement and monitor strategies and/or programs to amplify academic rigor in content area learning for all 6-12 grade LTEL students with a focus on reading and writing. VCUSD will provide a 1.0 EL/ELA teacher leader, high dosage tutoring, and professional learning. Funds will pay for staff, materials and services.</p> <p>3.4.b High Leverage Supports for Dually Identified Students (ML students, especially LTELs, with IEPs) - Explore, develop, implement and monitor strategies and/or programs to amplify academic rigor in content area learning for all 6-12 grade LTEL students with a focus on reading and writing. The Secondary EL/ELA teacher leader will work with Special Education and Secondary content teachers to support English Learners in their classrooms through coaching, training and monitoring.</p>	\$60,000.00	Yes
3.5	Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning	<p>This action supports the development, implementation, maintenance and enhancement of the VCUSD Multi-Tiered System of Supports framework focused on student behavior supports, social emotional learning, attendance, and mental health to improve outcomes for our low income, English learner and foster youth.</p> <p>3.5 a. Academic Support Providers</p>	\$2,027,869.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Each site will be staffed with a full-time Academic Support Provider to support this action through the coordination of services for students for a total of 24 FTE.</p> <p>3.5 b. SST Supports Under the coordination of the VCUSD Elementary and Secondary Directors, additional supports to ensure continuity of SST meetings will be provided. Substitutes and extra hours will be provided as approved by the Directors.</p>		
3.6	Targeted Supports for Behavior (LREBG Action)	<p>This action will provide interventions to reduce suspensions, increase inclusion for Special Education students, and prevent over-identification of students for Special Education services. Funds will provide staffing and services to support our unduplicated students.</p> <p>3.6.a Inclusion Staff A .5 FTE certificated administrator and 1.0 FTE behaviorist will provide leadership, coaching, and support to ensure the implementation of successful inclusion practices.</p> <p>3.6.b District Targeted Supports Student Support Services staff will provide targeted support to schools with high suspension rates. Funds will be used for services and staffing.</p> <p>3.6.c Youth Court Implement a student led Youth Court to provide students with alternatives to suspension. Youth Court is in place at Jesse Bethel. Funds will provide services.</p>	\$450,000.00	Yes
3.7	Targeted Supports for Mental Health and Trauma Informed Care (LREBG Action)	<p>This action will support the development of mental health resources for students, families and staff experiencing trauma.</p> <p>3.7.a Enhanced Psychologist/Social Worker Supports Up to 4.5 FTE psychologists/Social workers will provide increased time for mental health counseling services to students.</p> <p>3.7.b Mobile Crisis Team</p>	\$1,268,626.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>A 1.0 FTE psychologist will support the development and implementation of the Mobile Crisis Team.</p> <p>Funds will be allocated for staffing and/or services if hiring becomes a barrier.</p>		
3.8	Wraparound Supports for Chronically Absent Students	<p>This action prioritizes interventions to address the negative impacts of chronic absenteeism through a cohesive collaboration with district staff, site staff, parents and community organizations. These efforts will seek to improve attendance as well as academic and social emotional outcomes for target groups.</p> <p>3.8.a Attendance Support Staff Child Welfare Attendance (CWA) liaisons will be hired to work directly with students and families. District clerical staff will provide attendance tracking, and support for students at all schools.</p> <p>3.8.b District and Site Collaborative Attendance Monitoring The attendance for all identified students will be monitored weekly at site CARE team meetings. Those that are approaching or at the chronic absence threshold will be put on the caseload of the Academic Support Provider with immediate parent outreach and the scheduling of a Student Support Team. Academic Support providers, the McKinney Vento Liaison, bilingual liaisons, and parent liaisons will be leveraged for family outreach. Certificated staff at the middle and high school levels will establish ongoing personal contact with chronically absent unhoused students. The Student Support Team (SST) and Student Attendance Review Board (SARB) process will be used for all chronic absentees to identify barriers and develop a plan to address them. These services will be supported and monitored by the Director of Student Support Services.</p>	\$405,000.00	Yes
3.9	Positive Youth Justice Initiative	<p>This action provides staff to support crossover youth involved in the child welfare and juvenile justice system.</p> <p>3.9 Positive Youth Justice Initiative Liaison (1 FTE classified)</p>	\$155,969.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Staff provides one on one case management to crossover youth. This staff member will facilitate a program comprised of 4 elements: positive youth development, trauma informed care, wraparound services, and improved operational capacity. This program will be integrated into the Student Support Services Division and the multi-tiered system of supports (MTSS).		
3.10	Supports for Unhoused Students and Families	<p>These actions will support students and families that are unhoused.</p> <p>3.10.a Training for the McKinney-Vento Act Training for relevant staff will include the identification of McKinney-Vento students, and the services and accommodations that should and/or must be provided.</p> <p>3.10.b McKinney-Vento Liaison A 1.0 certificated counselor, working under the direction of the Director of Student Support Services, will closely monitor all program students and work with site level staff and community organizations to ensure the implementation of all needed services.</p> <p>3.10.c. Extracurricular and Curriculum Enrichment Activities Create a system to identify the needs of all students experiencing homelessness in grades 6-12 in accessing activities such as athletics programs, arts program, advanced courses, school sponsored social events as well as other opportunities where cost of participation may be a barrier, and provide assistance.</p> <p>3.10.d. Communication Campaign Student Services, with the Director of Public Information, will develop and disseminate information about qualification for the McKinney-Vento Program, the benefits of participating, and how to access the program through a broad range of communication tools.</p> <p>3.10.e Mental Health Supports All students in the unhoused student group will be put on the caseload of the mental health support provider and receive regular supports commensurate with their needs.</p> <p>3.10.f Transitioning Supports High school students experiencing homelessness will be provided supports to assist them in the transition to college and/or career, including financial</p>	\$194,501.00	Yes

Action #	Title	Description	Total Funds	Contributing
		literacy, college application for financial aid and admittance, and navigating state and local agencies for needed supports and resources.		
3.11	Expecting and Parenting Student Support Program	<p>This action supports the implementation of programs for our students expecting a child or with a child in order to ensure progress towards graduation and preparation for college and/or career.</p> <p>3.11.a Expecting and Parenting Student Support Program Comprehensive, integrated, community- linked, school-based support program for students and their children. Funds will be used to pay salaries and benefits for 3.0 FTE staff (including a Head Teacher, Child Development Teacher, and Child Development Associate) and to purchase needed supplies.</p>	\$249,252.00	Yes
3.12	Dispute and Resolution Success Liaison	<p>This action will provide supports for parents with concerns.</p> <p>3.12.a A 1.0 FTE staff will work with families to resolve disputes and concerns at the lowest level and increase positive relations between district staff, families and the community.</p>	\$207,988.00	Yes
3.13	Foster Youth Parent Outreach and Engagement	<p>This action will support outreach to parents of foster youth in order to identify needs and connect families to available resources.</p> <p>3.13.a Foster Youth Fall Parent Outreach and Engagement District staff will conduct a check in by phone with parents of foster youth within the first 45 days of school to identify any needs foster youth may have and connect the students/families to resources.</p> <p>3.13.b Foster Youth Spring Parent Outreach and Engagement District staff will administer a phone survey to all parents of foster youth to identify needs of foster youth in order to inform the development of the next year's LCAP.</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.14	Targeted District Supports for School Climate and Student Engagement	This action will provide restorative justice training to designated staff across schools in the district to support African American, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups across all school sites. This action will also support school sites in addressing climate and engagement that performed at the lowest level on the 2023 California Dashboard Conditions and Climate indicator as a school or for specific student groups.	\$10,000.00	No
3.15	Targeted District Supports to Increase Graduation Rate and College and Career Preparedness	This action will provide additional professional development to high school counselors around strategies to develop, implement, and monitor four year academic plans to ensure that students are maintaining a positive graduation status.	\$10,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

This goal is aligned to Pillar 4 of the VCUSD Strategic Plan which is "Community Centered Education". The VCUSD Governing Board outlines the following components of this pillar which also inform this broad goal:

Our schools are rooted in the community

Cultural competency of staff in addressing student and parent needs

The school is a resource for student learning and family education, growth, and development. The whole learning community is celebrated and impacts the larger community around them.

Schools being seen more as centers of the community, not appearing so closed off to the public.

Expected outcomes are measured through parent participation and a comprehensive annual survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education (Priority 3A) Source: LCAP Annual Survey	82.3% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education from School Year 2023-2024, Quarter 3	90.3% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education from School Year 2024-2025, Quarter 3		90% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education from School Year 2026-2027, Quarter 3	8 percentage points above baseline
4.2	% of sites providing activities beyond required activities (Priority 3A) Source: Parent Liaison Reporting of Site Engagement Events, measured by # of sites providing activities beyond required activities over # of sites providing activities	89% of sites provided activities beyond required activities from School Year 2023-2024, Quarter 3	93% of sites provided activities beyond required activities from School Year 2024-2025, Quarter 3		100% of sites provided activities beyond required activities from School Year 2026-2027, Quarter 3	4 percentage points above baseline
4.3	Parent engagement as measured by % SSC meetings that met quorum (Priority 3A) Source: School Site SSC sign-in sheet data	33.3% SSC meetings that met quorum School Year 2023-2024	32.24% SSC meetings that met quorum School Year 2024-2025		43.3% SSC meetings that met quorum School Year 2026-2027	1.06 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	% of target # of ELAC meetings occurred (Priority 3B)	31.94% of target # of ELAC meetings occurred School Year 2023-2024, Quarter 3	34.21% of target # of ELAC meetings occurred School Year 2024-2025, Quarter 3		41.94% of target # of ELAC meetings occurred School Year 2026-2027, Quarter 3	2.27 percentage points above baseline
4.5	% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided % Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided (Priority 3B) Source: Interpreter staff reporting	529 of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 70% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2023-2024, Quarter 3	90% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 81.91% of Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2024-2025, Quarter 3		100% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 90% of Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2026-2027, Quarter 3	Metric for Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided in process of conversion % of Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided: 11.91 percentage points above baseline
4.6	% of parents that responded "yes" to: As a means of improving services and results for your child did the school facilitate parent involvement? (Priority 3C)	99.13% of parents responded "yes" to: As a means of improving services and results for your child did the school facilitate parent involvement?	87.95% of parents responded "yes" to: As a means of improving services and results for your child did the school facilitate parent involvement?		100% of parents that responded "yes" to: As a means of improving services and results for your child did the school facilitate	11.18 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Google Survey and Statewide Indicator 8	from School Year 2023-2024, Quarter 3	from School Year 2024-2025, Quarter 3		parent involvement? from School Year 2026-2027, Quarter 3	

Goal Analysis [2024-25]

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

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

The narrative below describes progress made during 2024-2025 on actions under Goal 4 focusing around the VCUSD Strategic Pillar, Community Centered Education:

Action 4.1 – Parent/Family Engagement and Education

This action provides both site-based and districtwide efforts to engage families in support of student outcomes. At each site, principals direct activities such as community events and parent education, tailored to the unique needs of their school communities. District-level staff, including 5.0 FTE Parent Partnership Liaisons, offer weekly Parent Support Hours, a hotline, and targeted outreach for attendance and engagement concerns. The district also facilitates parent involvement in educational partner meetings through in-person and virtual platforms and distributes the Annual Parent LCAP Survey via multiple formats. This action is partially implemented as systems for outreach and engagement are still being refined.

Action 4.2 – Non-English Speaking Parent/Guardian Support

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

Action 4.3 – Parent and Community Volunteer Support

To boost volunteerism, the district offers free fingerprinting for parents and has purchased mobile fingerprinting equipment to make the process more accessible during school events. These efforts aim to reduce barriers to family involvement on campuses. This action is partially implemented as accessibility and parent awareness of the services continue to improve.

Action 4.4 – Parent Education Opportunities

The district is expanding parent education aligned with a college and career-ready culture. The Parent Institute for Quality Education (PIQE) is being implemented at targeted schools to equip families with knowledge and tools to support student success. Additional programs are offered based on parent needs and interests, fostering stronger home-school partnerships. This action is partially implemented as program reach and consistency continue to grow.

Action 4.5 – African American Parent Network (AAPN)

AAPN provides mentoring and tutoring for African American students and organizes community engagement to address disproportionality. Site-based supports are paired with parent education, and districtwide showcases highlight African American history and culture. Monthly meetings focus on planning and monitoring services. This action is partially implemented while implementation fidelity varies across sites.

Action 4.6 – Parent and Community Communication Systems

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

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

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

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

Action 4.7 – Full Service Community Schools

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

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

VCUSD allocated \$2,328,765.00 actions in Goal 4, Community Centered Education. The estimated actual expenditures for 2024-2025 were \$1,911,519.98. In analysis of the substantive difference in expenditures of \$303,700.73, the following actions were impacted:

Action 4.2 (Non-English Speaking Parent/Guardian Support) was impacted by vacancies in 2024-2025. VCUSD has actively recruited to fill all staffing positions in Action 4.2 by August 1, 2025.

In 2024-2025, Action 4.4 was expanded to provide a diverse set of workshops for families. VCUSD was able to utilize supports of external partners including Solano County Behavioral Health and Solano County Office of Education to provide training free of costs. VCUSD will adjust the allocation for 2025-2026 to ensure funding is utilized.

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

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

Four of the six metrics demonstrated growth from 2023-2024. Metric 4.3 (Parent engagement as measured by % SSC meetings that met quorum) was impacted by timely site submissions. Metric 4.6 (% Parent attendance in IEP meetings) was impacted by a change in Special Education leadership and processes. Strategies around data collection to fully implement this metric will be a priority in 2025-2026.

Activities aligned to Goal 4 showed a measure of effectiveness depending on the activity level of implementation. VCUSD will continue to increase and expand family engagement opportunities during 2025-2026.

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

VCUSD will maintain the planned goal, metrics, and target outcomes for the 2025-2026 school year. Most actions will also remain as written. Refinements to 2025-2026 LCAP actions include:

Metric 4.5 # of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided and # Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided: Measurement changed to % of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided and % of Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided to provide more actionable outcomes. New Target Outcome is: 100% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided and 90% of Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided.

Metric 4.6 changed to reflect actual wording of Statewide Indicator 8 measure.

Action 4.2.a (Non-English Speaking Parent/Guardian Support) additional bilingual staff will be provided to support English and Spanish speaking families and to facilitate parent engagement for all families. Staffing allocations from Action 4.1.a will be reduced.

Action 4.5 (African American Parent Network) will be expanded to include both the African American Parent Network (AAPN) and the Latino Parent Network (LPN) beginning 2025-2026.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent/Family Engagement and Education	<p>This action will provide for site and district based parent involvement activities to improve student outcomes.</p> <p>4.1.a Site Based Parent/Family Engagement Each site principal will direct these efforts at the site level. The services and structures used at each school will vary based on the needs of the families. Funding will be allocated to each site to coordinate and facilitate activities such as community partner engagement, parent engagement, and parent education events.</p> <p>4.1.b Provision of Options for Parent/Community Participation in Educational Partner Meetings Staff will provide options, when practical, for parents to participate in council meetings and educational partner engagement meetings through in person and virtual platforms.</p> <p>4.1.c Annual Parent LCAP Survey Staff will provide options for participating in the Annual Parent LCAP Survey that will include electronic and paper options to participate. Options to complete the survey will also be offered at in-person parent events conducted during the spring.</p>	\$192,160.00	Yes
4.2	Non-English Speaking Parent/Guardian Support	<p>This action will support Non-English speaking parents with communication needs, engagement opportunities, and parent education.</p> <p>4.2.a. Bilingual Parent Liaisons Bilingual Parent Liaisons (5.0 FTE) will be available to all sites to assist with parent communication (both written and oral), provide parent education, support with parent concerns, and outreach to parents around individual issues and events happening at the district and site levels.</p> <p>4.2.b. Staff Stipends for Translation and Interpretation</p>	\$706,195.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Stipends will be available to identified bilingual staff to provide further support with interpretation and translation.		
4.3	Parent and Community Volunteer Support	<p>This action will support the increase of opportunities for parent and community volunteerism.</p> <p>4.3.a. Parent Fingerprinting Free of Cost Funds are available for free parent fingerprinting in order to increase parent participation in school activities.</p> <p>4.3.b. Mobile Site Based Fingerprinting Mobile fingerprinting equipment has been purchased to make this service more accessible to parents at school site events.</p>	\$5,000.00	Yes
4.4	Parent Education Opportunities	<p>The action will support the implementation of parent education to promote a college and/or career ready culture.</p> <p>4.4.a. Implement the Parent Institute for Quality Education (PIQE) program at targeted schools. This program educates, empowers, and inspires parents of TK-12 grade school age children to take an active role in encouraging and enabling their children to stay in school, improve their academic performance, develop healthy relationships, and focus on preparing themselves for a post-secondary education.</p> <p>4.4.b. Parent Education Opportunities Implement parent education programs aligned to parent needs and interests.</p>	\$50,000.00	Yes
4.5	VCUSD Parent Networks	<p>The focus of parent groups are to address disproportionate outcomes for African American and Latino students through mentoring, parent-led activities, as well as parent and community engagement focused on disproportionality.</p> <p>4.5.a. Parent Engagement</p>	\$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Implement site based parent education and engagement activities at targeted schools.</p> <p>4.5.b. Districtwide Showcase Implement districtwide events focused on showcasing and building awareness of African American and Latino culture and history.</p> <p>4.5.c. Planning and Development Conduct monthly parent network meetings to plan, implement and monitor actions and services.</p>		
4.6	Parent and Community Communication Systems	<p>This action will strengthen the Districtwide communications system by increasing the effectiveness of communications with parents/guardians and the broader community.</p> <p>4.6.a. District and Site Communications Enhanced communication systems will be established to inform parents and the community of important events, district initiatives, and student progress. This includes the use of video messaging, up-to-date websites, press releases, the use of applications such as ParentSquare and Peach Jar, and updates from the superintendent. A 1.0 FTE classified webmaster will develop, maintain and enhance all District websites.</p> <p>4.6.b Public Relations Engage a 1.0 FTE Director, Public Information Officer to support the development and enhancement of communication systems. Engage a 1.0 FTE classified support staff member to support the Public Information Officer.</p>	\$633,329.00	Yes
4.7	Community Schools	<p>This action will support the programming of Community Schools initiatives.</p> <p>4.7.a Community Schools Manager Under the Educational Services division, up to 1.0 FTE Community Schools Manager will support the planning for and then implementation of Community Schools aligned services across VCUSD campuses.</p> <p>4.7.b VCUSD Health Clinic Classified staff (up to 2.0 FTE) will provide additional support to the VCUSD Health Clinic in order to ensure families have access to</p>	\$417,714.00	Yes

Action #	Title	Description	Total Funds	Contributing
		appointments to expedite immunization requirements needed to start school.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 California Dashboard data indicated a need to continue supporting preparation for college and career and meeting graduation requirements throughout the District, but specifically for African American, Hispanic, and Socioeconomically Disadvantaged students at John Finney High School. The status on this indicator persisted for these student groups on the 2024 California Dashboard. The need to ensure John Finney students are prepared for college and career is supported by feedback provided from educational partners who requested more opportunities for students to participate in courses and activities that will prepare them for life after high school as well as additional academic interventions to ensure all students have a path to graduation. VCUSD plans to improve options for students to demonstrate preparedness for college and career and provide support to ensure students graduate from high school after four years as identified in the actions aligned to this goal and measured by monitored four year academic plans and successful course completion.
--

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic Socioeconomically Disadvantaged (Priority 8A) Source: CA School Dashboard	African American: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% from Report Year 2022-2023	Specific Student Groups: African American: 0% Hispanic: 1.6% Socioeconomically Disadvantaged: 1% from Report Year 2023-2024		Specific Student Groups: African American: 10% Hispanic: 10% Socioeconomically Disadvantaged: 10% from Report Year 2025-2026	percentage point above baseline Specific Student Groups: African American: No change from baseline Hispanic: 1.6 percentage points above baseline Socioeconomically Disadvantaged: 1 percentage point above baseline
5.2	CAASPP English Language Arts (ELA) % Met/Exceeded Standards at John Finney High Specific Student Groups: Black or African American Hispanic Socioeconomically Disadvantaged CAASPP Math % Met/Exceeded Standards at John Finney High Specific Student Groups: African American Hispanic Socioeconomically Disadvantaged	CAASPP English Language Arts 14.29% Met/Exceeded Standards at John Finney High Specific Student Groups: Black or African American: 25% (1 student) Hispanic: 0% Socioeconomically Disadvantaged: 14.29% CAASPP Math 0% Met/Exceeded Standards at John Finney High Specific Student Groups: African American: 0% Hispanic: 0%	CAASPP English Language Arts 3.57% Met/Exceeded Standards at John Finney High Specific Student Groups: Black or African American: data is suppressed Hispanic: 4.35% Socioeconomically Disadvantaged: 3.77% CAASPP Math 3.84% Met/Exceeded Standards at John Finney High		CAASPP English Language Arts 24.29% Met/Exceeded Standards at John Finney High Specific Student Groups: Black or African American: 75% (3 students) Hispanic: 10% Socioeconomically Disadvantaged: 24.29% CAASPP Math 10% Met/Exceeded Standards at John Finney High	CAASPP English Language Arts: % Met/Exceeded Standards at John Finney High: 10.72 percentage points below baseline Specific Student Groups: Hispanic: 4.35 percentage points above baseline Socioeconomically Disadvantaged: 10.52 percentage points below baseline Black or African American: Data suppressed; no comparison available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 4A) Source: DataQuest and Student Analytics Lab Note: DataQuest has suppressed ELA and Math data for the African American and Hispanic student groups because fewer than 11 students from each student group tested in ELA and Math. Student Analytics Lab data was used ELA and Math data for the African American and Hispanic student groups	Socioeconomically Disadvantaged: 0% from Report Year 2022-2023	Specific Student Groups: African American: data is suppressed Hispanic: 4.76% Socioeconomically Disadvantaged: 4.08% from Report Year 2023-2024		Specific Student Groups: African American: 10% Hispanic: 10% Socioeconomically Disadvantaged: 10% from Report Year 2025-2026	CAASPP Math: % Met/Exceeded Standards at John Finney High: 3.84 percentage points above baseline Specific Student Groups: Hispanic: 4.76 percentage points above baseline Socioeconomically Disadvantaged: 4.08 percentage points above baseline African American: Data suppressed; no comparison available
5.3	% NWEA Projected Proficiency Reading at John Finney High Specific Student Groups: Black or African American Hispanic Socioeconomically Disadvantaged % NWEA Projected Proficiency Math at John Finney High Specific Student Groups:	22.5% NWEA Projected Proficiency Reading at John Finney High Specific Student Groups: Black or African American: 11.12% Hispanic: 26.93% Socioeconomically Disadvantaged: 24.66% 8.8% NWEA Projected Proficiency Math at John Finney High	22.79% NWEA Projected Proficiency Reading at John Finney High Specific Student Groups: Black or African American: 11.12% Hispanic: 27.4% Socioeconomically Disadvantaged: 25.03%		20.53% NWEA Projected Proficiency Reading at John Finney High Specific Student Groups: Black or African American: 10% Hispanic: 20.53% Socioeconomically Disadvantaged: 20.53%	NWEA Projected Proficiency – Reading at John Finney High: 0.29 percentage points above baseline Specific Student Groups: Black or African American: No change from baseline Hispanic: 0.47 percentage points above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Black or African American Hispanic Socioeconomically Disadvantaged (Priority 2A) Source: Student Analytics Lab	Specific Student Groups: Black or African American: 5.56% Hispanic: 11.76% Socioeconomically Disadvantaged: 8.22% from: NWEA MAP Term Winter 2023- 2024	7.6% NWEA Projected Proficiency Math at John Finney High Specific Student Groups: Black or African American: 5.56% Hispanic: 10% Socioeconomically Disadvantaged: 6.95% from: NWEA MAP Term Winter 2024-2025		31.05% NWEA Projected Proficiency Math at John Finney High Specific Student Groups: Black or African American: 13.5% Hispanic: 13.51% Socioeconomically Disadvantaged: 31.02% from: NWEA MAP Term Winter 2026-2027	Socioeconomically Disadvantaged: 0.37 percentage points above baseline NWEA Projected Proficiency – Math at John Finney High: 1.2 percentage points below baseline Specific Student Groups: Black or African American: No change from baseline Hispanic: 1.76 percentage points below baseline Socioeconomically Disadvantaged: 1.27 percentage points below baseline
5.4	% of students at John Finney High who meet UC/CSU requirements AND complete a CTE pathway Specific Student Groups: African American Hispanic Socioeconomically Disadvantaged	0% of students at John Finney High who met UC/CSU requirements AND complete a CTE pathway Specific Student Groups: African American: 0% Hispanic: 0%	0% of students at John Finney High who met UC/CSU requirements AND complete a CTE pathway Specific Student Groups: African American: 0%		10% of students at John Finney High who met UC/CSU requirements AND complete a CTE pathway Specific Student Groups: African American: 10%	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 4D) Source: CA School Dashboard	Socioeconomically Disadvantaged: 0% from Report Year 2022-2023	Hispanic: 0% Socioeconomically Disadvantaged: 0% from Report Year 2023-2024		Hispanic: 10% Socioeconomically Disadvantaged: 10% from Report Year 2025-2026	
5.5	% of students at John Finney High that are NOT deficient in credits in A-G code courses Specific Student Groups: Black or African American Hispanic Socioeconomically Disadvantaged (Priority 4B) Source: Student Analytics Lab	65.3% of students at John Finney High that are NOT deficient in credits in A-G code courses Specific Student Groups: Black or African American: 44.8% Hispanic: 70.66% Socioeconomically Disadvantaged: 66.4% from School Year 2023-2024, Quarter 3	77.5% of students at John Finney High that are NOT deficient in credits in A-G code courses Specific Student Groups: Black or African American: 51.4% Hispanic: 84% Socioeconomically Disadvantaged: 77.7% from School Year 2024-2025, Quarter 3		75.3% of students at John Finney High that are NOT deficient in credits in A-G code courses Specific Student Groups: Black or African American: 54.8% Hispanic: 80.66% Socioeconomically Disadvantaged: 76.4% from School Year 2026-2027, Quarter 3	Students at John Finney High that are NOT deficient in credits in A-G code courses: 12.2 percentage points above baseline Specific Student Groups: Black or African American: 6.6 percentage points above baseline Hispanic: 13.34 percentage points above baseline Socioeconomically Disadvantaged: 11.3 percentage points above baseline
5.6	% of students from John Finney High that graduated high school within four years Specific Student Groups: Black or African American	83.3% of students from John Finney High that graduated high school within four years Specific Student Groups:	80% of students from John Finney High that graduated high school within four years		93.3% of students from John Finney High that graduated high school within four years	Students from John Finney High that graduated high school within four years: 3.3 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic Socioeconomically Disadvantaged (Priority 5E) Source: DataQuest	Black or African American: 90.9% Hispanic: 78.1% Socioeconomically Disadvantaged: 82.5% from School Year 2022-2023	Specific Student Groups: Black or African American: 81.5% Hispanic: 79.7% Socioeconomically Disadvantaged: 80% from School Year 2023-2024		Specific Student Groups: Black or African American: 100% Hispanic: 88.1% Socioeconomically Disadvantaged: 92.5% from School Year 2025-2026	Specific Student Groups: Black or African American: 9.4 percentage points below baseline Hispanic: 1.6 percentage points above baseline Socioeconomically Disadvantaged: 2.5 percentage points below baseline

Goal Analysis [2024-25]

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

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

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

Action 5.1 – Additional Certificated Staff to Provide Content Intervention: Although a certificated intervention teacher position remained vacant throughout 2024–2025, the school leveraged available resources to provide high-dosage tutoring during the school day. An FTE teacher has now been added to help fulfill this action more fully.

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

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

VCUSD allocated \$127,000.00 for this goal. The estimated actual expenditures were \$136,422.12. The actual cost of salary and benefits more than budgeted but the total allocation between Goals 5 and 6 allowed for this to keep VCUSD within the total allocation for John Finney.

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

While the 2024 California Dashboard did not show improvement towards preparation for college and career, the NWEA MAP Projected Proficiency data shows that current John Finney (JFHS) students are making progress during the 2024-2025 school year. John Finney students moved from 10.53% meeting or exceeding standards for NWEA Projected Proficiency Reading during the 2023-2024 (Midyear) to 22.5% meeting or exceeding standards for NWEA Projected Proficiency Reading during the 2024-2025 (Midyear). The JFHS African American student group went from 0% in 2023-2024 to 11.2% in 2024-2025. The Hispanic student group scored at 10.53% in 2023-2024 to 26.9% in 2024-2025. Finally, the Socioeconomically Disadvantaged group went from 10.53% in 2023-2024 to 24.6% in 2024-2025.

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

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

In 2025-2026, John Finney will continue with the current goal, metrics, target outcomes and actions as outlined in 2024-2025. In 2025-2026, Metric 5.3 was added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	High Dosage Tutoring (John Finney)	Provide services for students to ensure they have the foundational skills in literacy and math to access rigorous high school content and demonstrate preparedness for college and career.	\$50,000.00	No
5.2	Enhancements to College and Career programming (John Finney)	Purchase additional materials and/or services to supplement college and career programming at the school site.	\$40,000.00	No
5.3	Content-Specific Professional Learning (John Finney)	Provide intentional training and coaching for teachers to increase access to courses that help students demonstrate preparedness for college and career (examples - CORE Learning, content-specific training).	\$35,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our analysis of the 2024 California Dashboard data indicated significant progress for John Finney students overall with a decline of 12.2% in the number of students suspended for at least one day. The results for John Finney Socioeconomically Disadvantaged and African American student groups were even more improved with a 21% and 12.4% decline, respectively. Local data for 2024-2025 shows that John Finney has a suspension rate of 7.38% with the African American student group at 12.2%, having the highest rate of all student groups being suspended at least one day (Spring 2025).

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	% of Students at John Finney that have been suspended once or more Specific Student Groups:	14.1% of Students at John Finney that have been suspended once or more Specific Student Groups:	1.9% of Students at John Finney that have been suspended once or more		7.05% of Students at John Finney that have been suspended once or more	% of students at John Finney suspended once or more: 12.2 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Black or African American Socioeconomically Disadvantaged</p> <p>(Priority 6A) Source: CA Dashboard and Student Analytics Lab,3.1.2 - Suspension Rate Report</p>	<p>Black or African American: 29% Socioeconomically Disadvantaged: 14.4% Source: CA Dashboard, School Year 2022-2023</p> <p>3.23% of Students at John Finney that have been suspended once or more</p> <p>Specific Student Groups: Black or African American: 3.45% Socioeconomically Disadvantaged: 3.45% Source: Student Analytics Lab, School Year 2023-2024, Quarter 3</p>	<p>Specific Student Groups: Black or African American: 8% Socioeconomically Disadvantaged: 2.1% Source: CA Dashboard, School Year 2023-2024</p> <p>6.88% of Students at John Finney that have been suspended once or more</p> <p>Specific Student Groups: Black or African American: 8.11% Socioeconomically Disadvantaged: 6.76% Source: Student Analytics Lab, School Year 2024-2025, Quarter 3</p>		<p>Specific Student Groups: Black or African American: 14.5% Socioeconomically Disadvantaged: 7.2% Source: CA Dashboard, School Year 2022-2023</p> <p>1.6% of Students at John Finney that have been suspended once or more</p> <p>Specific Student Groups: Black or African American: 1.73% Socioeconomically Disadvantaged: 1.73% Source: Student Analytics Lab, School Year 2023-2024, Quarter 3</p>	<p>Specific Student Groups: Black or African American: 21 percentage points below baseline Socioeconomically Disadvantaged: 12.3 percentage points below baseline Source: CA Dashboard</p> <p>% of students at John Finney suspended once or more: 3.65 percentage points above baseline Black or African American: 4.66 percentage points above baseline Socioeconomically Disadvantaged: 3.31 percentage points above baseline Source: Student Analytics Lab</p>

Goal Analysis [2024-25]

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

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

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

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

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

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

VCUSD allocated \$88,785.00 for actions in Goal 6. The estimated actual expenditures for 2024-2025 were \$66,242.39. Funds not expended in Goal 6 provided a needed buffer for additional funds needed in Goal 5 due to actual costs of salary and benefits.

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

The CA School Dashboard outcomes from the 2023-2024 school year shows effectiveness of Goal 6 actions in making progress toward the goal. The suspension rate for all students at John Finney has decreased 12.2 percentage points from the previous year from 14.1% to 1.9%. For the Black or African American student group the suspension rate decreased 21 percentage points from the previous year from 29% to 8%. For the Socioeconomically Disadvantaged student group the suspension rate decreased 12.3 percentage points from the previous year from 14.4% to 2.1%.

Local data from Student Analytics Lab from Quarter 3 of the 2024-2025 school year shows ineffectiveness of Goal 6 actions in making progress toward the goal. The suspension rate for all students at John Finney increased 3.65 percentage points from Quarter 3 of the previous year, from 3.23% to 6.88%. For the Black or African American student group, the suspension rate increased 4.66 percentage points from 3.45% to 8.11%. For the Socioeconomically Disadvantaged student group, the suspension rate increased 3.31 percentage points from 3.45% to 6.76%.

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.

The goal, metrics, and actions will remain the same for 2025-2026.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Targeted Support for Students (John Finney)	Provide staffing to include mentoring and parent engagement as a proactive intervention as well as an alternative means for correction (suspension prevention).	\$55,000.00	No
6.2	Enhanced Student Engagement (John Finney)	Provide a robust program of recognition to incentivize position choices. Funds will provide for activities including but not limited to materials, contracts with outside vendors, college and career related field trips.	\$14,384.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>Our analysis of the 2023 California Dashboard data indicated a need to continue supporting preparation for college and career and meeting graduation requirements throughout the District, but specifically for African American, English Learners, Hispanic, and Socioeconomically Disadvantaged students at Vallejo High School, one of five VCUSD Equity Multiplier sites. Data from the 2024 California Dashboard indicates that Vallejo High School, in collaboration with VCUSD, must strive to develop and implement strategies to increase positive outcomes to ensure students graduate with a targeted focus on the same groups as identified in Spring 2024.</p> <p>This need is supported by feedback provided from educational partners who requested more opportunities for students to participate in courses and activities that will prepare them for life after high school as well as additional academic interventions to ensure all students have a path to graduation. VCUSD plans to improve options for students to demonstrate preparedness for college and career and provide support to ensure students graduate from high school after four years as identified in the actions aligned to this goal and measured by monitored four year academic plans and successful course completion.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	% of high school graduates at Vallejo High School who are placed in the "Prepared"	14.6% of high school graduates at Vallejo High School who are placed in the "Prepared"	12.4% of high school graduates at Vallejo High School who are		24.6% of high school graduates at Vallejo High School who are	% of high school graduates at Vallejo High School placed in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>level on the College/Career Indicator and Performance Level</p> <p>Specific Student Groups: African American English Learners Hispanic Socioeconomically Disadvantaged</p> <p>(Priority 8A) Source: CA School Dashboard</p>	<p>level on the College/Career Indicator.</p> <p>Specific Student Groups: African American: 6.6% English Learners: 5% Hispanic: 13.5% Socioeconomically Disadvantaged: 13.4%</p> <p>from School Year 2022-2023</p>	<p>placed in the "Prepared" level on the College/Career Indicator.</p> <p>Specific Student Groups: African American: 2.9% English Learners: 2% Hispanic: 12% Socioeconomically Disadvantaged: 12.3%</p> <p>from School Year 2023-2024</p>		<p>placed in the "Prepared" level on the College/Career Indicator.</p> <p>Specific Student Groups: African American: 16.6% English Learners: 15% Hispanic: 23.5% Socioeconomically Disadvantaged: 23.4%</p> <p>from School Year 2025-2026</p>	<p>the "Prepared" level on the College/Career Indicator: 2.2 percentage points below baseline</p> <p>Specific Student Groups: African American: 3.7 percentage points below baseline English Learners: 3 percentage points below baseline Hispanic: 1.5 percentage points below baseline Socioeconomically Disadvantaged: 1.1 percentage points below baseline</p>
7.2	<p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards at Vallejo High School</p> <p>Specific Student Groups: Black or African American English Learners Hispanic Socioeconomically Disadvantaged</p>	<p>CAASPP English Language Arts 27.54% Met/Exceeded Standards at Vallejo High School</p> <p>Specific Student Groups: African American: 18.86% English Learners: 4.29% Hispanic: 23.9%</p>	<p>CAASPP English Language Arts 29.35% Met/Exceeded Standards at Vallejo High School</p> <p>Specific Student Groups: African American: 17.24%</p>		<p>CAASPP English Language Arts 37.54% Met/Exceeded Standards at Vallejo High School</p> <p>Specific Student Groups: African American: 28.86%</p>	<p>CAASPP English Language Arts % Met/Exceeded Standards at Vallejo High School: 1.81 percentage points above baseline</p> <p>Specific Student Groups: African American: 1.62 percentage</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP Math % Met/Exceeded Standards at Vallejo High School Specific Student Groups: African American English Learners Hispanic Socioeconomically Disadvantaged (Priority 4A) Source: DataQuest	Socioeconomically Disadvantaged: 4.29% CAASPP Math 11.99% Met/Exceeded Standards at Vallejo High School Specific Student Groups: African American: 2% English Learners: 1.47% Hispanic: 7.89% Socioeconomically Disadvantaged: 1.47% from Report Year 2022-2023	English Learners: 5.26% Hispanic: 25.31% Socioeconomically Disadvantaged: 27.69% CAASPP Math 18.38% Met/Exceeded Standards at Vallejo High School Specific Student Groups: African American: 7.01% English Learners: 12.16% Hispanic: 17.94% Socioeconomically Disadvantaged: 18.49% from Report Year 2023-2024		English Learners: 14.29% Hispanic: 33.9% Socioeconomically Disadvantaged: 14.29% CAASPP Math 21.99% Met/Exceeded Standards at Vallejo High School Specific Student Groups: African American: 12% English Learners: 10.47% Hispanic: 17.89% Socioeconomically Disadvantaged: 10.47% from School Year 2025-2026	points below baseline English Learners: 0.97 percentage points above baseline Hispanic: 1.41 percentage points above baseline Socioeconomically Disadvantaged: 23.4 percentage points above baseline CAASPP Math % Met/Exceeded Standards at Vallejo High School: 6.39 percentage points above baseline Specific Student Groups: African American: 5.01 percentage points above baseline English Learners: 10.69 percentage points above baseline Hispanic: 10.05 percentage points above baseline Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						17.02 percentage points above baseline
7.3	<p>% NWEA Projected Proficiency Reading at Vallejo High School Specific Student Groups: African American English Learners Hispanic Socioeconomically Disadvantaged</p> <p>% NWEA Projected Proficiency Math at Vallejo High School Specific Student Groups: African American English Learners Hispanic Socioeconomically Disadvantaged</p> <p>(Priority 2A) Source: Student Analytics Lab</p>	<p>29.8% NWEA Projected Proficiency Reading at Vallejo High School Specific Student Groups: African American: 20% English Learners: 9.5% Hispanic: 29.5% Socioeconomically Disadvantaged: 28.9%</p> <p>18.7% NWEA Projected Proficiency Math at Vallejo High School Specific Student Groups: African American: 17.8% English Learners: 7.1% Hispanic: 18.2% Socioeconomically Disadvantaged: 18.9%</p> <p>from 2023-2024 Winter NWEA MAP Term</p>	<p>31.3% NWEA Projected Proficiency Reading at Vallejo High School Specific Student Groups: African American: 40% English Learners: 45.2% Hispanic: 30.2% Socioeconomically Disadvantaged: 31.4%</p> <p>20.2% NWEA Projected Proficiency Math at Vallejo High School Specific Student Groups: African American: 22.2% English Learners: 38.1% Hispanic: 22.1% Socioeconomically Disadvantaged: 21%</p>		<p>39.8% NWEA Projected Proficiency Reading at Vallejo High School Specific Student Groups: African American: 30% English Learners: 19.5% Hispanic: 39.5% Socioeconomically Disadvantaged: 38.9%</p> <p>28.7% NWEA Projected Proficiency Math Specific Student Groups: African American: 27.8% English Learners: 17.1% Hispanic: 28.2% Socioeconomically Disadvantaged: 28.9%</p> <p>from 2026-2027 Winter NWEA MAP Term</p>	<p>% of students at Vallejo High School projected proficient in Reading (NWEA): 1.5 percentage points above baseline Specific Student Groups: African American: 20 percentage points above baseline English Learners: 35.7 percentage points above baseline Hispanic: 0.7 percentage points above baseline Socioeconomically Disadvantaged: 2.5 percentage points above baseline</p> <p>% of students at Vallejo High School projected proficient in Math (NWEA): 1.5</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			from 2024-2025 Winter NWEA MAP Term			percentage points above baseline Specific Student Groups: African American: 4.4 percentage points above baseline English Learners: 31 percentage points above baseline Hispanic: 3.9 percentage points above baseline Socioeconomically Disadvantaged: 2.1 percentage points above baseline
7.4	% of students at Vallejo High School who meet UC/CSU requirements AND complete a CTE pathway Specific Student Groups: African American English Learners Hispanic Socioeconomically Disadvantaged (Priority 4D) Source: CA School Dashboard	5.1% of students who meet a-g requirements AND complete a CTE pathway Specific Student Groups: African American: 2.6% English Learners: 2% Hispanic: 4.9% Socioeconomically Disadvantaged: 4.6% from Report Year 2022-2023	2.6% of students who meet a-g requirements AND complete a CTE pathway Specific Student Groups: African American: 1.4% English Learners: 1% Hispanic: 2.1% Socioeconomically Disadvantaged: 2.8%		15.1% of students who meet a-g requirements AND complete a CTE pathway Specific Student Groups: African American: 12.6% English Learners: 12% Hispanic: 14.9% Socioeconomically Disadvantaged: 14.6%	% of students who meet A-G requirements AND complete a CTE pathway: 2.5 percentage points below baseline Specific Student Groups: African American: 1.2 percentage points below baseline English Learners: 1 percentage point below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			from Report Year 2023-2024		from Report Year 2025-2026	Hispanic: 2.8 percentage points below baseline Socioeconomically Disadvantaged: 1.8 percentage points below baseline
7.5	% of students at Vallejo High School NOT deficient in credits in A-G code courses Specific Student Groups: African American English Learners Hispanic Socioeconomically Disadvantaged (Priority 4B) Source: Student Analytics Lab, Graduation Status Dashboard, Filter: A-G Code, Codes A-G	43.9% of students at Vallejo High meeting A-G requirements Specific Student Groups: African American: 42.4% English Learners: 36.7% Hispanic: 41.8% Socioeconomically Disadvantaged: 45.5% from School Year 2023-2024, Quarter 3	34.8% of students at Vallejo High meeting A-G requirements Specific Student Groups: African American: 32.6% English Learners: 29.2% Hispanic: 34.2% Socioeconomically Disadvantaged: 35.5% from School Year 2024-2025, Quarter 3		53.9% of students meeting A-G requirements Specific Student Groups: African American: 52.4% English Learners: 46.7% Hispanic: 51.8% Socioeconomically Disadvantaged: 55.5% from School Year 2026-2027, Quarter 3	% of students at Vallejo High meeting A-G requirements: 9.1 percentage points below baseline Specific Student Groups: African American: 9.8 percentage points below baseline English Learners: 7.5 percentage points below baseline Hispanic: 7.6 percentage points below baseline Socioeconomically Disadvantaged: 10 percentage points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.6	<p>% of students from Vallejo High that graduated high school within four years</p> <p>Specific Student Groups:</p> <p>Black or African American</p> <p>English Learners</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p> <p>(Priority 5E)</p> <p>Source: DataQuest</p>	<p>70.2% of students at Vallejo High that graduated high school within four years</p> <p>Specific Student Groups:</p> <p>African American: 67.1%</p> <p>English Learners: 15.1%</p> <p>Hispanic: 67%</p> <p>Socioeconomically Disadvantaged: 71.1%</p> <p>from Report Year 2022-2023</p>	<p>67.1% of students at Vallejo High that graduated high school within four years</p> <p>Specific Student Groups:</p> <p>African American: 65.2%</p> <p>English Learners: 51.5%</p> <p>Hispanic: 62.5%</p> <p>Socioeconomically Disadvantaged: 67.3%</p> <p>from Report Year 2023-2024</p>		<p>80.2% of students from Vallejo High that graduated high school within four years</p> <p>Specific Student Groups:</p> <p>African American: 77.1%</p> <p>English Learners: 25.1%</p> <p>Hispanic: 77%</p> <p>Socioeconomically Disadvantaged: 81.1%</p> <p>from Report Year 2025-2026</p>	<p>% of students at Vallejo High that graduated high school within four years: 3.1 percentage points below baseline</p> <p>Specific Student Groups:</p> <p>African American: 1.9 percentage points below baseline</p> <p>English Learners: 36.4 percentage points above baseline</p> <p>Hispanic: 4.5 percentage points below baseline</p> <p>Socioeconomically Disadvantaged: 3.8 percentage points below baseline</p>

Goal Analysis [2024-25]

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

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

The following actions are currently in progress and in various stages of implementation to support college and career readiness at Vallejo High School:

Action 7.1 – Content-Specific Professional Learning- Teachers are participating in targeted professional learning to expand access to graduation and college/career-aligned coursework, including ERWC, CTE, and a–g options. This includes completed AP trainings and support for hospitality programming, contributing to the ongoing development of specialized instructional pathways.

Action 7.2 – Site Leadership Coaching- School leadership teams, including administrators and department chairs, are receiving coaching to align resources and practices with student success outcomes. This action has been enhanced by the implementation of LTL360 leadership services.

Action 7.3 – Staffing and Resources for Additional Programming- CTE course offerings and related programming are expanding through the addition of new staff and resources. Notably, Dinari’s Culinary Club and associated staff salary support have been added to enhance student exposure to career-focused experiences.

Action 7.4 – Opportunities for Skill Mastery- Literacy and math supports, including high-dosage tutoring and credit recovery, are being implemented to ensure students develop the foundational skills needed to succeed in high school coursework and postsecondary pathways.

Action 7.5 – Enhanced Counseling Services- Counseling services are being expanded to guide students through graduation requirements and support successful postsecondary transitions. These efforts are aligned with the VCUSD Portrait of a Graduate and continue to evolve in practice.

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

VCUSD allocated \$562,000 for actions in Goal 7. The estimated actual expenditures were \$258,908.21. Material differences between budgeted and actuals were a result of district staff and services supporting professional learning and site leadership coaching work as part of the district leadership efforts. VHS utilized the services of LTL360 for enhanced coaching but the cost was not as anticipated.

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

The CAASPP English Language Arts assessment outcomes show effectiveness of Goal 7 actions in making progress toward the goal. In CAASPP English Language Arts, the percentage of students at Vallejo High School who met or exceeded standards increased by 1.81 percentage points from 27.54% to 29.35% from the previous year. For the African American student group, the rate decreased by 1.62 percentage points from 18.86% to 17.24% from the previous year. For the English Learner student group, the rate increased by 0.97

percentage points from 4.29% to 5.26% from the previous year. For the Hispanic student group, the rate increased by 1.41 percentage points from 23.9% to 25.31% from the previous year. For the Socioeconomically Disadvantaged student group, the rate increased significantly by 23.4 percentage points from 4.29% to 27.69% from the previous year. In CAASPP Math, the percentage of students who met or exceeded standards increased by 6.39 percentage points from 11.99% to 18.38% from the previous year. For the African American student group, the rate increased by 5.01 percentage points from 2% to 7.01% from the previous year. For the English Learner student group, the rate increased by 10.69 percentage points from 1.47% to 12.16% from the previous year. For the Hispanic student group, the rate increased by 10.05 percentage points from 7.89% to 17.94% from the previous year. For the Socioeconomically Disadvantaged student group, the rate increased by 17.02 percentage points from 1.47% to 18.49% from the previous year.

The CA School Dashboard outcomes from the 2023–2024 school year show ineffectiveness of Goal 7 actions in making progress toward the goal. The percentage of high school graduates at Vallejo High School placed in the "Prepared" level on the College/Career Indicator decreased by 2.2 percentage points from the previous year, from 14.6% to 12.4%. For the African American student group, the rate decreased by 3.7 percentage points from 6.6% to 2.9% from the previous year. For the English Learner student group, the rate decreased by 3 percentage points from 5% to 2% from the previous year. For the Hispanic student group, the rate decreased by 1.5 percentage points from 13.5% to 12% from the previous year. For the Socioeconomically Disadvantaged student group, the rate decreased by 1.1 percentage points from 13.4% to 12.3% from the previous year.

The CA School Dashboard outcomes from the 2023-2024 school year show ineffectiveness of Goal 7 actions in making progress toward the goal. The percentage of students at Vallejo High School who both met A–G requirements and completed a CTE pathway decreased by 2.5 percentage points from 5.1% to 2.6% from the previous year. For the African American student group, the rate decreased by 1.2 percentage points from 2.6% to 1.4% from the previous year. For the English Learner student group, the rate decreased by 1 percentage point from 2% to 1% from the previous year. For the Hispanic student group, the rate decreased by 2.8 percentage points from 4.9% to 2.1% from the previous year. For the Socioeconomically Disadvantaged student group, the rate decreased by 1.8 percentage points from 4.6% to 2.8% from the previous 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.

The goal and actions will remain unchanged for 2025-2026.

Metric 7.3: Baseline has been changed to reflect Winter assessment outcomes, as Spring outcomes are not available at time data is collected. Target outcome updated to reflect Winter assessment targets.

Metric 7.5: Specificity added to source description. Baseline and target outcome was updated for accuracy according to specifics of updates to source.

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
7.1	Content-Specific Professional Learning (Vallejo High)	Provide intentional training and coaching for teachers to increase access to courses that help students demonstrate preparedness for graduation as well as college and career (examples - ERWC for English Language Arts teachers, CTE programming, additional a-g courses).	\$50,000.00	No
7.2	Site Leadership Coaching (Vallejo High)	Provide coaching for site leadership team including administration, department chairs and other identified school staff to ensure all resources are aligned to intended student outcomes to prepare students for college and career.	\$140,000.00	No
7.3	Staffing and Resources for Additional Programming (Vallejo High)	Provide staffing (up to 1.0 FTE) and resources to increase programming for CTE courses and other options for college and career programming.	\$100,000.00	No
7.4	Opportunities for Skill Mastery (Vallejo High)	Provide services for student to ensure they have the foundational skills in literacy and math to access rigorous high school content and demonstrate preparedness for college and career. This includes high-dosage tutoring and optional credit recovery opportunities.	\$65,648.00	No
7.5	Enhanced Counseling Services (Vallejo High)	Provide programs and services to support awareness around requirements for graduation as well as additional support for the transition from high school to college and/or career as identified in the VCUSD Portrait of a Graduate. Funds cover costs of counseling staffing beyond the contractual ratio.	\$150,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Within three years, all students, particularly English Learners at Vallejo High School, will demonstrate growth towards meeting or exceeding standards in Mathematics as well as increasing the percentage of students making progress towards English language proficiency as measured by CAASPP test results, ELPAC test results and local benchmark assessments.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Thirty percent of Vallejo High School's student population are English learners. VCUSD is committed to supporting language acquisition and academic achievement for this student group. While the achievement gap persists between subgroups, according to the 2023 California Dashboard, Vallejo High English Learners were the only student groups that declined in distance from standard on the 2023 CAASPP for mathematics. Furthermore, VHS has not increased the percentage of students progressing at least one English Learner Progress Indicator (ELPI) level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	CAASPP Math % Met/Exceeded Standards for Vallejo High School Specific Student Group: English Learners (Priority 4A) Source: DataQuest	CAASPP Math 11.99% Met/Exceeded Standards for Vallejo High School Specific Student Group: English Learners 1.47% from Report Year 2022-2023	CAASPP Math 18.38% Met/Exceeded Standards for Vallejo High School Specific Student Group: English Learners 12.16% from Report Year 2023-2024		CAASPP Math 21.99% Met/Exceeded Standards for Vallejo High School Specific Student Group: English Learners 10.47% from Report Year 2025-2026	% of students at Vallejo High School who Met/Exceeded Standards on CAASPP Math: 6.39 percentage points above baseline Specific Student Group: English Learners: 10.69

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						percentage points above baseline
8.2	% NWEA Projected Proficiency Math for Vallejo High School Specific Student Group: English Learners (Priority 2A) Source: Student Analytics Lab	18.7% NWEA Projected Proficiency in Math for Vallejo High School Specific Student Group: English Learners 7.1% NWEA Map Term Winter 2023-2024	20.2% NWEA Projected Proficiency in Math for Vallejo High School Specific Student Group: English Learners 38.1% NWEA Map Term Spring 2023-2024		29.08% NWEA Projected Proficiency in Math for Vallejo High School Specific Student Group: English Learners: 17.14% NWEA Map Term Spring 2026-2027	% of students at Vallejo High School projected proficient in Math on NWEA: 1.5 percentage points above baseline Specific Student Group: English Learners: 31 percentage points above baseline
8.3	CAASPP English Language Arts (ELA) % Met/Exceeded Standards for Vallejo High School Specific Student Group: English Learners (Priority 4A) Source: DataQuest	CAASPP ELA 27.54% Met/Exceeded Standards for Vallejo High School Specific Student Group: English Learners: 4.29% from Report Year 2022-2023	CAASPP ELA 29.35% Met/Exceeded Standards for Vallejo High School Specific Student Group: English Learners: 5.26% from Report Year 2023-2024		CAASPP ELA 37.54% Met/Exceeded Standards for Vallejo High School Specific Student Group: English Learners: 14.29% from Report Year 2025-2026	% of students at Vallejo High School who Met/Exceeded Standards on CAASPP ELA: 1.81 percentage points above baseline Specific Student Group; English Learners: 0.97 percentage points above baseline
8.4	% NWEA Projected Proficiency in Reading for Vallejo High School Specific Student Group: English Learners	29.8% NWEA Projected Proficiency in Reading for Vallejo High School Specific Student Group: English Learners: 9.5%	31.3% NWEA Projected Proficiency in Reading for Vallejo High School		41.8% NWEA Projected Proficiency in Reading for Vallejo High School	% of students at Vallejo High School with NWEA Projected Proficiency in Reading: 1.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 2A) Source: Student Analytics Lab	NWEA Map Term Winter 2023-2024	Specific Student Group: English Learners: 45.2%		Specific Student Group: English Learners: 18.7%	percentage points above baseline
			NWEA Map Term Winter 2024-2025		NWEA Map Term Spring 2026-2027	Specific Student Group – English Learners: 35.7 percentage points above baseline

Goal Analysis [2024-25]

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

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

Actions to support English Learners at Vallejo High are in progress, with staffing and services expanding to strengthen engagement, academic access, and wellness.

Action 8.1 – Additional Staffing for English Learner Support: A Bilingual Community Liaison has been added to improve student and parent engagement and strengthen communication with Spanish-speaking families.

Action 8.2 – Additional Classroom Support: Bilingual tutors, including Hey Tutor staff, are supporting English Learners in math and rigorous literacy courses. Efforts to maintain consistent support across classrooms are ongoing.

Action 8.3 – Spanish-Speaking Clinician: A clinician is being designated to support Spanish-speaking students, particularly newcomers and those struggling academically. Services are currently in development.

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

VCUSD allocated \$697,547.00 to actions in Goal 8. The estimated actual expenditures for 2024-2025 were \$448,333.25. The material difference in high dosage tutoring and classroom support was in part due to the use of a partnering organization for tutoring. While funds were used to bring additional tutors through a contract service, Vallejo High School partnered with a tutoring program through the East Bay Consortium that provided services at a lower cost than anticipated.

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

The CAASPP assessment outcomes show effectiveness of Goal 8 actions in making progress toward the goal. In CAASPP English Language Arts, the percentage of English Learners at Vallejo High School who met or exceeded standards increased by 0.97 percentage points from 4.29% to 5.26% from the previous year. In CAASPP Math, the percentage of English Learners who met or exceeded standards increased by 10.69 percentage points from 1.47% to 12.16% from the previous year.

Local NWEA assessment data from Quarter 3 of the 2024-2025 school year show effectiveness of Goal 8 actions in making progress toward the goal. In NWEA Math, for the English Learner student group, the projected proficiency rate increased significantly by 31 percentage points from 7.1% to 38.1% from the previous year. In NWEA Reading, for the English Learner student group, the projected proficiency rate increased significantly by 35.7 percentage points from 9.5% to 45.2% from the previous 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.

VCUSD will maintain the goals, metrics and three actions for this activity, adjusting allocations based on 2024-2025 expected expenditures. Tutoring resources for English Learners have been combined with Action 7.4 for 2025-2026.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Additional Staffing for English Learner Support (Vallejo High)	Provide up to 1.0 FTE classified staff to increase services to English Learners through student and parent engagement.	\$103,000.00	No
8.2	Additional Classroom Support (Vallejo High)	Provide additional bilingual tutors to support English Learners with accessing content, focusing on mathematics and courses with rigorous literacy demands. Funds will be allocated to hire additional staff or services if posted positions are vacant.	\$100,000.00	No
8.3	Spanish-Speaking Clinician (Vallejo High)	Provide a 1.0 FTE clinician through staffing or services to provide supports for Spanish-speaking students, focusing on newcomers or English learner students who are struggling academically.	\$225,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	Within three years, the district will reduce the rates of suspension for all students, particularly Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Students identifying with two or more races, and Homeless students (2024-25) at Vallejo High by implementing actions that promote relationships and student connectedness as measured by Student Analytics and annual data reporting through DataQuest and the California Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 California Dashboard data indicated a need to continue supporting positive behavioral interventions and supports throughout the District, but specifically for Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and students identifying with two or more races at Vallejo High School, one of five VCUSD Equity Multiplier sites. Data from the 2024 California Dashboard indicates that Vallejo High School climate and conditions improved overall (2.5%) with Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and students identifying with two or more races also improving as evidenced by declining suspension rates: 2.3% (Hispanic), 2.7% (Socioeconomically Disadvantaged), in collaboration with VCUSD, must strive to develop and implement strategies to increase positive outcomes to ensure students graduate with a targeted focus on the same groups as identified in Spring 2024.

This need is supported by feedback provided from educational partners who recommended additional interventions for students, counseling support and training for staff to develop proactive, positive working relationships with students. VCUSD plans to improve proactive options for students to positively remain connected to school as identified in the actions aligned to this goal. Progress will be measured using Student Analytics and the online data reporting system, DataQuest as well as the California Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	% of students at Vallejo High suspended once or more	11.2% of students suspended once or more at Vallejo High	8.7% of students suspended once or more at Vallejo High		Target is to decrease suspension rates by half.	% of students at Vallejo High School suspended once or more: 2.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Specific Student Groups: Hispanic Socioeconomically Disadvantaged Students with Disabilities Students identifying with two or more races (option not available in Student Analytics Lab)</p> <p>(Priority 6A) Source: CA School Dashboard and Student Analytics Lab</p>	<p>Specific Student Groups: Hispanic: 11.1% Socioeconomically Disadvantaged: 11.9% Students with Disabilities: 15.8% Students identifying with two or more races: 16.7% Source: CA School Dashboard, School Year 2022-2023</p> <p>8.44% of students suspended once or more at Vallejo High Specific Student Groups: Hispanic: 8.91% Socioeconomically Disadvantaged: 8.85% Students with Disabilities: 9.49% Source: Student Analytics Lab, School Year 2023-2024, Quarter 3</p>	<p>Specific Student Groups: Hispanic: 8.8% Socioeconomically Disadvantaged: 9.2% Students with Disabilities: 10.3% Students identifying with two or more races: 8.3% Source: CA School Dashboard, School Year 2023-2024</p> <p>6.5% of students suspended once or more at Vallejo High Specific Student Groups: Hispanic: 6.01% Socioeconomically Disadvantaged: 6.7% Students with Disabilities: 7.59% Source: Student Analytics Lab, School Year 2023-2024, Quarter 3</p>		<p>5.6% of students suspended once or more at Vallejo High Specific Student Groups: Hispanic: 5.55% Socioeconomically Disadvantaged: 5.95% Students with Disabilities: 7.9% Students identifying with two or more races: 8.35% Source: CA School Dashboard, School Year 2025-2026</p> <p>4.2% of students suspended once or more at Vallejo High Specific Student Groups: Hispanic: 4.46% Socioeconomically Disadvantaged: 4.43% Students with Disabilities: 4.75% Source: Student Analytics Lab, School Year 2026-2027, Quarter 3</p>	<p>percentage points below baseline Hispanic: 2.3 percentage points below baseline Socioeconomically Disadvantaged: 2.7 percentage points below baseline Students with Disabilities: 5.5 percentage points below baseline Students identifying with two or more races: 8.4 percentage points below baseline Source: CA School Dashboard</p> <p>% of students at Vallejo High suspended once or more: 1.94 percentage points below baseline Hispanic: 2.9 percentage points below baseline Socioeconomically Disadvantaged: 2.15 percentage points below baseline</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students with Disabilities: 1.9 percentage points below baseline Source: Student Analytics Lab

Goal Analysis [2024-25]

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

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

In 2024-2025,

Action 9.1 (Targeted Supports for Students at Risk for Suspension) - VCUSD ensured that students who were missing school at Vallejo High received additional support from a Child Welfare Attendance Liaison. Vallejo High School had this staff person on campus to connect with students who had a high percentage of absences and their families to understand the challenges of coming to school and either provide additional resources or help families connect to them. This position has been in place the entire school year but systems are being developed with school leadership to make sure an efficient process is developed. Therefore this action is considered partially implemented.

Action 9.2 (Counseling Supports) - The VCUSD Mental Health Coordinator collaborated with Vallejo High Leadership to identify the type(s) of additional counseling supports needed. Supports for students who are using drugs and alcohol were prioritized. The Mental Health Coordinator was able to work with an outside agency to increase drug and alcohol counseling at VHS. Given that the supports were contract services, VHS had some delays and turnover. By the end of the year, a counselor was hired, processes and procedures were established. This action is partially implemented.

Action 9.3 (Enhanced Student Engagement) - VHS has been awarded a "gold " status in their Positive Behavior and Intervention Support programming. Funds were used to provide field trips and development of new clubs, career pathways, and activities for students. This action is considered partially implemented.

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

VCUSD allocated \$355,000 for actions in Goal 9. The estimated actual expenditures for 2024-2025 were \$467,810.16. Vallejo High School utilized additional funds to address development of space for enhancing the auditorium location where classroom learning opportunities, extended day activities and events are taking place that enrich learning and provide a space for production and presentation.

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

The CA School Dashboard outcomes from the 2023-2024 school year show effectiveness of Goal 9 actions in making progress toward the goal. The suspension rate for all students at Vallejo High School decreased by 2.5 percentage points from 11.2% to 8.7% from the previous year. For the Hispanic student group, the suspension rate decreased by 2.3 percentage points from 11.1% to 8.8% from the previous year. For the Socioeconomically Disadvantaged student group, the rate decreased by 2.7 percentage points from 11.9% to 9.2% from the previous year. For the Students with Disabilities group, the rate decreased by 5.5 percentage points from 15.8% to 10.3% from the previous year. For the Students Identifying with Two or More Races group, the rate decreased by 8.4 percentage points from 16.7% to 8.3% from the previous 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.

VCUSD will continue with this goal, adding an additional specific student group (Homeless students) to monitor closely. Metrics and actions remain the same for 2025-2026 as in 2024-2025.

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
9.1	Targeted Supports for Students at Risk for Suspension (Vallejo High)	Provide up to a 1.0 classified position to proactively coordinate necessary supports and interventions aligned to VHS MTSS to ensure students at risk of suspension are attending school daily.	\$106,000.00	No
9.2	Counseling Supports (Vallejo High)	Provide a staff and/or services through outside agencies for counseling services based on identified needs, including but not limited to drugs and alcohol, as an alternate means for correction ,and interventions that addresses barriers to connecting with school.	\$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
9.3	Enhanced Student Engagement (Vallejo High)	Provide a robust program of recognition to incentivize position choices. Funds will provide for activities including but not limited to extra hours for staff advisory of student interest clubs, materials, contracts with outside vendors, college and career related field trips.	\$60,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	Within three years, the percentage of students who read at grade level will improve by at least 10% at Lincoln Elementary School as measured by CAASPP ELA tests results and local assessments.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
--

An explanation of why the LEA has developed this goal.

Analysis of the 2024 California Dashboard indicates that Lincoln Elementary students are making progress according to conditions and climate as well as academic engagement. Lincoln does not have any student groups performing at the lowest or "red" level. As a TK-2 school in 2024-2025, academic areas are not measured. Local measures indicate that additional staffing and support are needed to ensure academic engagement and positive school climate to further achieve the goal of students reading on grade level by third grade. Lincoln will grow to include a third grade group of students beginning in 2025-2026. These students will take the 2026 CAASPP assessment to demonstrate grade level proficiency.
--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	% NWEA Projected Proficiency Reading -All Students Source: Student Analytics Lab, Dashboard 8.5	% NWEA Projected Proficiency Reading -All Students 5.6% Midyear Assessment, School Year 2024-2025			% NWEA Projected Proficiency Reading -All Students 15.6% Midyear Assessment, School Year 2026-2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.2	<p>% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words</p> <p>% of Kindergarten students that score P on assessments A</p> <p>% of Kindergarten students that score P on assessments B</p> <p>% of Kindergarten students that score P on assessments C</p> <p>% of Kindergarten students that score P on assessments D</p> <p>% of 1st graders that score P in 1st grade fluency passage</p> <p>% of 2nd graders that score P 2nd grade fluency passage</p> <p>(Priority 2A) Source: ESGI database</p>	<p>26.32% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words</p> <p>45% of Kindergarten students that score P on assessments A</p> <p>45% of Kindergarten students that score P on assessments B</p> <p>35% of Kindergarten students that score P on assessments C</p> <p>35% of Kindergarten students that score P on assessments D</p> <p>16.67% of 1st graders that score P in 1st grade fluency passage</p> <p>5.56% of 2nd graders that score P 2nd grade fluency passage</p> <p>2024-2025 Midyear Actual</p>			<p>35% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words</p> <p>80% of Kindergarten students that score P on assessments A</p> <p>80% of Kindergarten students that score P on assessments B</p> <p>80% of Kindergarten students that score P on assessments C</p> <p>80% of Kindergarten students that score P on assessments D</p> <p>80% of 1st graders that score P in 1st grade fluency passage</p> <p>80% of 2nd graders that score P 2nd grade fluency passage</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					2026-2027 Midyear Actual	
10.3	<p>% of Students chronically absent- CA School Dashboard -All Students</p> <p>% of Students chronically absent- Student Analytics Lab -All Students</p>	<p>% of Students chronically absent- CA School Dashboard -All Students 56%</p> <p>School Year 2023-2024</p> <p>% of Students chronically absent- Student Analytics Lab -All Students 52.7%</p> <p>Trimester 2, School Year 2024-2025</p>			<p>% of Students chronically absent- CA School Dashboard -All Students 46%</p> <p>School Year 2023-2024</p> <p>% of Students chronically absent- Student Analytics Lab -All Students 42.7%</p> <p>Trimester 2, School Year 2026-2027</p>	
10.4	<p>% Average daily attendance -All Students</p> <p>Source: Student Analytics Lab</p>	<p>86.37% Average daily attendance -All Students</p> <p>Trimester 3, School Year 2024-2025</p>			<p>96.37% Average daily attendance -All Students</p> <p>Quarter 3, School Year 2024-2025</p>	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

New Goal for 2025-2026

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.

New Goal for 2025-2026

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

New Goal for 2025-2026

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.

New Goal for 2025-2026

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

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Content Intervention Teacher (Lincoln)	This action will provide content intervention teacher support (up to 0.4 FTE) to ensure all students are meeting grade level targets throughout the school year. Funds will provide for salary and benefits.	\$51,273.00	No
10.2	Staffing to Ensure Academic Engagement (Lincoln)	Provide up to 2.0 FTE classified staffing to support students in class and reinforce students attending school daily. Funds will be used for salary and benefits.	\$52,962.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
11	Within three years, all students at Annie Pennycook Elementary, particularly English Learners, Hispanic, and Socioeconomically Disadvantaged students, will demonstrate 10% growth towards meeting or exceeding standards in English Language Arts and Mathematics as measured by CAASPP test results and local benchmark assessments.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of the 2024 California Dashboard indicates that Pennycook Elementary students overall are making progress according to all indicators on the dashboard. Further investigation of student group performance indicates that English Learners have declined in progress as compared to 2023 (4.9 points) and have the lowest or “red” indicator in English Language Arts. English Learners, Hispanic and Socioeconomically Disadvantaged students are also struggling in Mathematics, with all groups performing at the lowest or “red” level on that indicator. VCUSD see the need to provide resources that accelerate student learning for these student groups with an additional focus on ensuring that English Learners are provided a comprehensive learning experience with language-building experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.1	Distance Points From Standard in English Language Arts (ELA) -All Students -English Learners Distance Points From Standard in Math -All Students -English Learners -Hispanic -Socioeconomically Disadvantaged	Distance Points From Standard in English Language Arts (ELA) -All Students -67.9 -English Learners - 105.1 Distance Points From Standard in Math -All Students -93.5 -English Learners - 120.8 -Hispanic -105.9			Distance Points From Standard in English Language Arts (ELA) -All Students -57.9 -English Learners - 95.1 Distance Points From Standard in Math -All Students -83.5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard, English Language Arts (ELA), Mathematics	-Socioeconomically Disadvantaged -101.6 School Year 2023-2024			-English Learners - 110.8 -Hispanic -95.9 - Socioeconomically Disadvantaged - 91.6 School Year 2026-2027	
11.2	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students CAASPP Math % Met/Exceeded Standards -All Students Source: DataQuest, CAASPP Test Results	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 23.97% -English Learners 4.35% CAASPP Math % Met/Exceeded Standards -All Students 11.06% -English Learners 0% -Hispanic 6.1% -Socioeconomically Disadvantaged 8.74% School Year 2023-2024			CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 33.97% -English Learners 14.35% CAASPP Math % Met/Exceeded Standards -All Students 21.06% -English Learners 10% -Hispanic 16.1% - Socioeconomically Disadvantaged 18.74% School Year 2023-2024	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.3	<p>% NWEA Projected Proficiency Reading -All Students -English Learners</p> <p>% NWEA Projected Proficiency Math -All Students -English Learners</p> <p>Source: Student Analytics Lab, Target Goals Dashboard</p>	<p>% NWEA Projected Proficiency Reading -All Students 27.8% -English Learners 0%</p> <p>% NWEA Projected Proficiency Math -All Students 11.78% -English Learners 2.7% -Hispanic 4.66% -Socioeconomically Disadvantaged 10.4%</p> <p>Midyear Assessment, School Year 2024-2025</p>			<p>% NWEA Projected Proficiency Reading -All Students 37.8% -English Learners 10%</p> <p>% NWEA Projected Proficiency Math -All Students 21.78% -English Learners 12.7% -Hispanic 14.66% - Socioeconomically Disadvantaged 20.4%</p> <p>Midyear Assessment, School Year 2027-2028</p>	
11.4	<p>% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words</p> <p>% of Kindergarten students that score P on assessments A</p>	<p>20.69% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words</p> <p>66.67% of Kindergarten students that score P on assessments A</p>			<p>35% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words</p> <p>80% of Kindergarten</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>% of Kindergarten students that score P on assessments B</p> <p>% of Kindergarten students that score P on assessments C</p> <p>% of Kindergarten students that score P on assessments D</p> <p>% of 1st graders that score P in 1st grade fluency passage</p> <p>% of 2nd graders that score P 2nd grade fluency passage</p> <p>Source: CORE data from ESGI</p>	<p>55% of Kindergarten students that score P on assessments B</p> <p>38.18% of Kindergarten students that score P on assessments C</p> <p>40% of Kindergarten students that score P on assessments D</p> <p>% of 1st graders that score P in 1st grade fluency passage</p> <p>36.96% of 2nd graders that score P 2nd grade fluency passage</p> <p>Trimester 2, Midyear Assessment, School Year 2024-2025</p>			<p>students that score P on assessments A</p> <p>80% of Kindergarten students that score P on assessments B</p> <p>80% of Kindergarten students that score P on assessments C</p> <p>80% of Kindergarten students that score P on assessments D</p> <p>80% of 1st graders that score P in 1st grade fluency passage</p> <p>80% of 2nd graders that score P 2nd grade fluency passage</p> <p>Trimester 2, Midyear Assessment, School Year 2027-2028</p>	

Goal Analysis [2024-25]

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

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

New Goal for 2025-2026

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.

New Goal for 2025-2026

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

New Goal for 2025-2026

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.

New Goal for 2025-2026

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

Actions

Action #	Title	Description	Total Funds	Contributing
11.1	Content Intervention Teacher (Pennycook)	This action will provide up to 1.0 FTE certificated staff (salary and benefits) to work with students who are struggling with literacy and math skills.	\$160,000.00	No
11.2	Enhanced Professional Learning (Pennycook)	This action will allocate funds for contract services, substitutes and extra hours for staff to participate in additional coaching and mentoring to enhance classroom instruction.	\$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
11.3	Leader In Me Program (Pennycook)	Through this action, funds for membership, mentoring and supplies to implement the Leader in Me program at Pennycook Elementary will be provided.	\$80,000.00	No
11.4	Staff to Ensure Academic Engagement (Pennycook)	Through this action, additional staff will collaborate with families to reinforce the school and home partnership in supporting the student in coming to school every day. Funds will cover up to 0.5 FTE classified staff to include Bilingual Community Liaison and Child Welfare Attendance Liaison services.	\$70,000.00	No
11.5	Enhance Student Engagement (Pennycook)	Through this action, additional resources will provide enhanced opportunities for students to make real-world connections and build language through experiences.	\$77,318.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
12	Within three years, all students at Highland Elementary, particularly African American, English Learners, Hispanic, and Socioeconomically Disadvantaged students, will demonstrate 10% growth towards meeting or exceeding standards in English Language Arts and Mathematics as measured by CAASPP test results and local benchmark assessments. English Learners will increase the percentage of EL students progressing in their English Language development by 10% as measured by the Summative ELPAC assessment.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of the 2024 California Dashboard indicates that Highland Elementary student progress declined overall in the academic performance indicators: English Language Arts (ELA), Mathematics and English Learner progress. Further review of student group performance indicates all specific student groups that had a measurement (African American, English Learners, Hispanic and Socioeconomically Disadvantaged) were also in the “red” in ELA. In Mathematics, English Learners increased 6.1 points but the other student groups either declined or maintained at that very low or “red” indicator. English Learners also declined 13.8% in their English Learner progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12.1	Distance Points From Standard in English Language Arts (ELA) -All Students -African American -English Learners -Hispanic -Socioeconomically Disadvantaged	Distance Points From Standard in English Language Arts (ELA) -All Students -123.6 -African American - 139.7 -English Learners - 140.3 -Hispanic -123 -Socioeconomically Disadvantaged -127.7			Distance Points From Standard in English Language Arts (ELA) -All Students - 113.6 -African American -129.7 -English Learners - 130.3 -Hispanic -113	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance Points From Standard in Math -All Students -African American -Hispanic -Socioeconomically Disadvantaged Source: CA School Dashboard, English Language Arts (ELA), Mathematics	Distance Points From Standard in Math -All Students -128.7 -African American -152.7 -Hispanic -128.3 -Socioeconomically Disadvantaged 132.1 School Year 2023-2024			- Socioeconomically Disadvantaged -117.7 Distance Points From Standard in Math -All Students -118.7 -African American -142.7 -Hispanic -118.3 - Socioeconomically Disadvantaged 122.1 School Year 2026-2027	
12.2	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students -African American -English Learners -Hispanic -Socioeconomically Disadvantaged CAASPP Math % Met/Exceeded Standards -All Students	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 11.15% -African American 7.04% -English Learners 1.92% -Hispanic 9.64% -Socioeconomically Disadvantaged 10.15%			CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 21.15% -African American 17.04% -English Learners 10.92% -Hispanic 19.64% - Socioeconomically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-African American -Hispanic -Socioeconomically Disadvantaged Source: DataQuest, CAASPP Test Results	CAASPP Math % Met/Exceeded Standards -All Students 5.35% -African American 1.41% -Hispanic 7.34% -Socioeconomically Disadvantaged 4.76% School Year 2023-2024			Disadvantaged 20.15% CAASPP Math % Met/Exceeded Standards -All Students 15.35% -African American 10.41% -Hispanic 17.34% - Socioeconomically Disadvantaged 14.76% School Year 2026-2027	
12.3	% NWEA Projected Proficiency Reading -All Students -African American -English Learners -Hispanic -Socioeconomically Disadvantaged % NWEA Projected Proficiency Math -All Students -African American -Hispanic -Socioeconomically Disadvantaged	% NWEA Projected Proficiency Reading -All Students 14.43% -African American 8% -English Learners 3.7% -Hispanic 15.81% -Socioeconomically Disadvantaged 14.17% % NWEA Projected Proficiency Math -All Students 5.59% -African American 12.2% (Nearly Met) -Hispanic 7.26% -Socioeconomically Disadvantaged 6.1%			% NWEA Projected Proficiency Reading -All Students 24.43% -African American 18% -English Learners 13.7% -Hispanic 25.81% - Socioeconomically Disadvantaged 24.17%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Student Analytics Lab, Target Goals Dashboard	Midyear Assessment, School Year 2024-2025			% NWEA Projected Proficiency Math -All Students 15.59% -African American 22.2% (Nearly Met) -Hispanic 17.26% - Socioeconomically Disadvantaged 16.1% Midyear Assessment, School Year 2027-2028	
12.4	% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words % of Kindergarten students that score P on assessments A % of Kindergarten students that score P on assessments B % of Kindergarten students that score P on assessments C	17.39% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 50% of Kindergarten students that score P on assessments A 36.54% of Kindergarten students that score P on assessments B 38.46% of Kindergarten students that score P on assessments C			35% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 80% of Kindergarten students that score P on assessments A 80% of Kindergarten students that score P on assessments B	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of Kindergarten students that score P on assessments D	36.54% of Kindergarten students that score P on assessments D			80% of Kindergarten students that score P on assessments C	
	% of 1st graders that score P in 1st grade fluency passage	21.05% of 1st graders that score P in 1st grade fluency passage			80% of Kindergarten students that score P on assessments D	
	% of 2nd graders that score P 2nd grade fluency passage	32.56% of 2nd graders that score P 2nd grade fluency passage			80% of 1st graders that score P in 1st grade fluency passage	
	Source: CORE data from ESGI	Trimester 2, Midyear Assessment, School Year 2024-2025			80% of 2nd graders that score P 2nd grade fluency passage	
					Trimester 2, Midyear Assessment, School Year 2027-2028	

Goal Analysis [2024-25]

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

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

New Goal for 2025-2026

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.

New Goal for 2025-2026

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

New Goal for 2025-2026

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.

New Goal for 2025-2026

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

Actions

Action #	Title	Description	Total Funds	Contributing
12.1	Content Intervention Support (Highland)	Through this action, certificated staff (up to 1.0 FTE) will work with students who are struggling with literacy and math skills.	\$70,000.00	No
12.2	Enhanced Professional Learning (Highland)	Through this action, services for staff to participate in additional coaching and mentoring to enhance classroom instruction will be provided (contracts, extra hours, substitutes and materials)	\$70,000.00	No
12.3	Early Literacy Classroom Supports (Highland)	This action will provide teaching assistants (up to 2.0 FTE salary and benefits) to support student learning in K-2 classrooms.	\$65,000.00	No
12.4	English Learner Supports (Highland)	This action will provide an additional bilingual tutor to support English Learners in the classroom and in small groups. Funds will be used for staffing or services.	\$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
12.5	Staff to Ensure Academic Engagement (Highland)	Provide additional staff to collaborate with families to reinforce the school and home partnership in supporting the student in coming to school every day. Funds will cover up to 2.0 FTE classified staff including a Bilingual Community Liaison and a Child Welfare Attendance Liaison.	\$240,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
13	Within three years, Highland Elementary will provide the conditions and climate for all students, particularly the African American and White student groups, to demonstrate academic engagement and connectedness to school as measured by at least a percentage decrease in students being suspended at least one day.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of the 2024 California Dashboard indicates that Highland Elementary students overall declined 0.6% in their suspension rate with 5.2% suspended at least one day. Further study of student group performance indicates the African American and White student groups increase their suspension rates (14.6% and 7.5%, respectively). Additional resources to support students will be provided to ensure students feel safe and recognized.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13.1	% of students suspended once or more -All Students -African American -White Source: CA Dashboard, Suspensions	% of students suspended once or more -All Students 5.2% -African American 14.6% -White 7.5% School Year 2023-2024			Target is to reduce suspension rates by half. % of students suspended once or more -All Students 2.6% -African American 7.3% -White 3.75% School Year 2026-2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13.2	% Students suspended -All Students -African American -White Source: Student Analytics Lab, Suspension rate Dashboard	% Students suspended -All Students 4.54% -African American 10.31% -White 7.69% Trimester 2, School Year 2024-2025			% Students suspended -All Students 1.27% -African American 5.16% -White 3.84% Trimester 2, School Year 2027-2028	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

New Goal for 2025-2026

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.

New Goal for 2025-2026

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

New Goal for 2025-2026

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.

New Goal for 2025-2026

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

Actions

Action #	Title	Description	Total Funds	Contributing
13.1	Counseling Support (Highland)	Through this action, additional resources will provide support for students through services of a counselor or social worker.	\$74,395.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$34,750,087	\$4,307,211

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
36.671%	11.348%	\$11,006,498.65	48.019%

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	<p>Action: Common Core Aligned Curriculum and Instruction</p> <p>Need: According to the 2024 CAASPP English Language Arts (ELA) assessment results, 22.74% of VCUSD low income students met or exceed standards in ELA while 39.18% of</p>	<p>These actions provide necessary assurances that our low income, EL and Foster Youth students receive a dynamic instructional program across all schools as outlined in common planning documents and measured throughout the year with common benchmark and formative assessments. In order to enhance the core instructional program, the classroom design should be optimized to promote student ownership of learning. Students</p>	<p>1.3, 1.4, 1.6</p> <p>In addition to performance on annual state assessments and district benchmark assessments (NWEA Map) in English Language Arts and mathematics, VCUSD will</p>

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
	<p>students who are not low income met or exceeded standards in ELA. 5.58% of English Learner students met or exceed standards in ELA while 27.6% of students who are English Only met or exceeded standards in ELA. 10.53% of our foster youth met or exceed standards in ELA in comparison to 25.33% of VCUSD students overall met or exceeded standards in ELA.</p> <p>For Mathematics, on the 2024 CAASPP Mathematics assessment, 15.94% of VCUSD low income students performed at or exceeded standards compared to 27.64% of students who are not low income. 6.83% of English Learner students met or exceeded standards in math, whereas English Only had 18.38% of students meeting or exceeding standards. Foster youth had no students meeting or exceeding standards while overall 17.89% of VCUSD students met or exceeded standards in math.</p> <p>Science is a new indicator based on performance on the California Science Test (CAST) for 2024. 11.63% of our low income students met or exceeded standards on the CAST while 21.27% of students who are not low income met or exceeded standards on CAST. 0.99% of English Learner students met or exceed standards in Science in comparison with 16.63% of students who are English Only met or exceeded standards on the CAST.</p> <p>Educational partner feedback indicates that students will be more engaged in a learning</p>	<p>across all VCUSD school sites are expected to participate in active learning such as structured academic conversations and collaborative work. According to Robert Talbert in A Space for Learning: An Analysis of Research on Active Learning Spaces, active learning or the method of students actively working on learning tasks and reflecting their work is connected to increased student learning and engagement across disciplines, grade levels and demographics (Talbert, R. 2019).</p> <p>According to Designing Classrooms to Maximize Student Achievement, "Over half of U.S. schools have inadequate structural facilities, and students of color and lower income students are more likely to attend schools with inadequate... facilities" (Cheryan, S., Ziegler, S. A., Plaut, V. C., & Meltzoff, A. N. 2014). This action will provide low-income, English learner and foster youth students with instructional materials as well as tools in the classroom, including but not limited to supplemental literature, technology, and furniture that moves easily for active learning activities. VCUSD is investing in professional learning (see Action 1.7) that encourages active learning across all content areas. VCUSD expects the combination of intentional professional learning with classrooms set up for active learning will yield positive student outcomes across all schools, evidenced by on-going district and site walkthroughs. Given these resources will be provided district-wide, we expect these actions will benefit all students. However, because of the significantly lower scores for English learner, low-income, and foster youth students, we expect growth in ELA and</p>	<p>monitor progress through the VCUSD District and site learning walk tool. Results will be analyzed at both the district and site levels with action plans to target next steps at a minimum of a quarterly basis.</p>

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
	<p>environment that has well planned lessons with resources that reflect the VCUSD student demographics, allow students to collaborate and learn interactively and provide support as needed. Resources available should not be dependent by each school, but rather consistent across all schools and grade levels.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections</p> <p>Scope: LEA-wide</p>	<p>mathematics will be greater for these students than for all students.</p> <p>VCUSD installed furniture to enhance flexible learning and collaboration at the secondary level classrooms. Based on learning walks sessions done in the fall and winter, VCUSD data shows a 38% increase in evidence of collaboration and structured student talk.</p> <p>VCUSD will continue to provide targeted ELA coaching to schools and schools with specific groups with the ELA indicator in the red on the 2023 California Dashboard. The schools with a "red" ELA indicator overall are Federal Terrace, Lincoln, Loma Vista, Mare Island, and Pennycook. Schools with student groups with a "red" ELA indicator are Federal Terrace (African American, English Learner, Hispanic), Highland (English Learner), Hogan (English Learner), Lincoln (Socioeconomically Disadvantaged), Loma Vista (English Learner, Hispanic, Socioeconomically Disadvantaged), Mare Island (African American, English Learner, Hispanic, Socioeconomically Disadvantaged), Patterson (English Learner, Hispanic), Pennycook (African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities), Steffan Manor (English Learner, Hispanic, Socioeconomically Disadvantaged).</p> <p>2024 Dashboard Updates for ELA- The 2024 Dashboard indicated that our ELA progress declined overall, moving some schools into the red indicator. Fortunately, in 2024-2025, VCUSD saw projected scores, based on NWEA MAP, slightly improving. Furthermore, early literacy markers</p>	

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
		<p>(see LCAP 1.2) show that our efforts in ensuring students are reading on grade level are having a positive impact.</p> <p>VCUSD will continue to provide targeted Math coaching to schools and schools with specific groups with the Math indicator in the red on the 2023 California Dashboard. The schools with a "red" Math indicator overall are Highland, Lincoln, Mare Island, and Pennycook. Schools with student groups with a "red" Math indicator are Federal Terrace (African American), Highland (English Learner, Hispanic, Socioeconomically Disadvantaged), Hogan (English Learner, White), Jesse Bethel (African American), Lincoln (Socioeconomically Disadvantaged), Loma Vista (English Learner, Hispanic), Mare Island (English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities), Patterson (English Learner, Hispanic), Pennycook (African American), Steffan Manor (African American), Vallejo High (English Learner).</p> <p>2024 Dashboard Updates for Math - Per the 2024 Dashboard, Math progress improved overall. Mare Island and Pennycook moved from the "red" to the "orange indicator. Patterson and Vallejo High showed progress across all groups that were in the "red". Loma Vista made progress in 4 of 5 student groups (EL, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities) while Mare Island had 3 of 5 groups improve (EL, Hispanic and Socioeconomically Disadvantaged). Highland, Hogan, Jesse Bethel and Pennycook showed improvement in one student group on Mathematics.</p>	

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
		<p>In 2025-2026, VCUSD will begin using a new math adoption in grades K-8. VCUSD will provide on-going support for all schools with targeted supports for the schools listed above.</p> <p>VCUSD District Professional Learning support staff will work with site teachers around the science curriculum at all grades. In Spring 2025, VCUSD adopted new Science curriculum for high school courses and will provide training and collaboration as teachers begin the implementation.</p> <p>Tallber, R. (2019). A Space for Learning: An Analysis of Research on Active Learning Spaces. Retrieved May 4, 2025 from https://doi.org/10.1016/j.heliyon.2019.e02967</p> <p>Cheryan, S., Ziegler, S. A., Plaut, V. C., & Meltzoff, A. N.(2014). Designing Classrooms to Maximize Student Achievement. Sage. Retrieved May 4, 2025 from https://journals.sagepub.com/doi/pdf/10.1177/2372732214548677</p>	
1.2	<p>Action: Structured Early Literacy Program</p> <p>Need: According to the 2024 CAASPP, only 19.23% of low income students met or exceeded standards by 3rd grade in comparison to 30.44% of third graders who met or exceeded standards that are not low income. English Learners scored 6.87% while English Only performed at 25.16%. This trend persists according to the Quarter 3 2024 NWEA MAP reading assessment for 2024-2025 3rd grade</p>	<p>VCUSD will provide professional development and coaching for teachers to develop an efficacious district-wide literacy program that improves outcomes for our low-income and English Learner TK-3 students by increasing teachers' understanding of the science of reading as well as their ability to plan for and differentiate instruction to ensure students are reading on grade level by the end of third grade. Teachers will receive the resources needed to implement the strategies learned through on-going training.</p>	<p>1.4, 1.6, 1.7</p> <p>VCUSD will continue to monitor progress throughout the year using the NWEA MAP reading (grades 1-3) and CORE assessments for grades K-2. VCUSD will monitor progress through the VCUSD District and site learning walk tool. Results will be analyzed at both</p>

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
	<p>students. The reading percentile for low income students was 23.47% compared to 42.62% for students who are not low income. 2024-2025 The percentile for 3rd grade English Learners performed was 8.51% compared to 34.27% for non-English Learner students.</p> <p>The VCUSD Governing Board has set the expectation that all VCUSD students will read on grade level by the end of third grade. Educational partners have indicated the need for enhanced instructional programs and strategies to ensure students are demonstrating grade level mastery.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections</p> <p>Scope: LEA-wide</p>	<p>Based on Middle of Year (2024-25) data in comparison to End of Year (2023-24) data, 70% of current kindergarten students know at least 80% of their letter names and sounds in comparison to 63% at the end of 2023-2024. 37.84% of first grade students are proficient on the fluency assessment as of mid-year 2024-25 which is an improvement from end of year (36.90%). Second grade has doubled their percentage of fluent readers from beginning of year to the middle of the year.</p> <p>By providing on-going professional development, coaching for teachers, collaboration, supplemental resources, and just in time interventions, VCUSD will continue to see the disparity in scores decrease between low income and English Learner students and their peers. Furthermore, given this action is LEA-wide at all elementary and TK-8 schools, VCUSD intends for scores for all students to improve.</p> <p>Specific Schools: Federal Terrace (African American, English Learner, Hispanic), Highland Elementary (English Learner), Lincoln Elementary (Socioeconomically Disadvantaged), Loma Vista Environmental Science Academy (English Learner, Hispanic, Socioeconomically Disadvantaged) Mare Island Health & Fitness (African American, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities), Patterson Elementary(English Learner, Hispanic), Pennycook Elementary (African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities), Steffan Manor (English Learner, Hispanic, Socioeconomically</p>	<p>the district and site levels with action plans to target next steps at a minimum of a quarterly basis.</p>

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
		Disadvantaged), Wardlaw Elementary (English Learner)	
1.4	<p>Action: TK-12 Visual and Performing Arts Programs</p> <p>Need: Based on the 2023 California Dashboard, English Learners, Foster Youth and Socioeconomically Disadvantaged student groups had not made as much growth as the overall student group. In ELA, VCUSD demonstrated a "yellow" indicator whereas foster youth and low income students both had an "orange" indicator. The English Learner student group was the only student group to decline in their growth on ELA CAASPP with a "red" indicator. According to the 2024 Dashboard, these groups declined in the ELA indicator so VCUSD continues to seek out strategies and programs that enhance literacy across all content areas that help reinforce literacy skills in different contexts.</p> <p>Enhancing current programming and developing more opportunities was expressed across all educational partner groups at engagement sessions and through the LCAP survey. Educational partners shared that by increasing hands-on and interactive programming such as the arts, students will be more connected to overall learning which will improve their academic outcomes in ELA and Math as well as improve attendance and behavior.</p>	<p>VCUSD will utilize the expertise of a classified Director of Visual and Performing Arts to develop a district-wide Visual and Performing Arts program that is aligned to the VCUSD instructional priorities and connects students with community resources and exposure to a wide range of arts offerings. Learning through the arts will allow students to access literacy learning through a different approach and demonstrate understanding through concrete experiences which will support inclusion for all students.</p> <p>VCUSD anticipates that each school site will be in full implementation of its arts and music program plan by the end of 2025-2026, pending hiring of planned staffing.</p> <p>VCUSD will provide these offerings on an LEA-wide basis to enhance the inclusivity of the educational experience for all students.</p>	<p>1.4, 1.6, 1.7</p> <p>VCUSD will monitor progress through implementation of a VAPA action plan. Student feedback regarding learning and effectiveness of VAPA units, sessions or semesters will be collected throughout but definitely at the conclusion of programming.</p>

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
	<p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: District Instructional Leadership (Differentiated Assistance Action)</p> <p>Need: VCUSD has demonstrated some progress as indicated in movement from the 2023 California Dashboard to 2024 Dashboard with only one indicator at "very low" (ELA), compared to three in 2023. No LEA indicators have reached a "green" or "blue" level however Chronic Absenteeism and Suspension rate are now at a "yellow" level. Disparity between student groups exists across all indicators with students groups at the LEA and school site levels in the "red." The following LEA students groups have at least one indicator in "red": English Learners(3), Students with Disabilities(4), Homeless(4), African American(3), Foster Youth(2). Fourteen schools have at least one indicator in "red."</p> <p>VCUSD collaborates with Solano County Office of Education (SCOE) and California Collaborative for Educational Excellence (CCEE) through Differentiated Assistance.</p>	<p>In collaboration with SCOE and CCEE as part of the Differentiated Assistance support, VCUSD will implement a process of continuous improvement utilizing the improvement science process. VCUSD will focus on building coherence through on-going assessment, monitoring and urgent actions that impact classrooms and are visible in student learning. Through a collective impact approach, the VCUSD District Leadership team comprised of district and site leaders will implement this process at the district level which will inform comparable actions and approach at each school site level.</p> <p>Through this process, VCUSD will analyze data to hone in on practices that build consistent positive outcomes and understand barriers that are preventing outcomes at the LEA and school level from improving. VCUSD anticipates this process will have a positive outcome on the target student groups and therefore the district as a whole.</p> <p>VCUSD understands the importance of building a strong team to support leadership at all levels. The professional organization, Learning Forward, identifies culture of collaborative inquiry and leadership as two conditions for success. Results for all students occurs within learning communities</p>	<p>1.3, 1.4, 1.15, 2.3, 2.7, 3.1</p> <p>VCUSD will monitor progress through identified metrics throughout the school year, but minimum quarterly. The development, implementation and effectiveness of short term action plans at the district and site levels will inform progress towards overall goal and actions 1.5 as well as 1.6.</p>

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
	<p>Identifying a strategic and intentional process for sustained change of LEA-wide, schoolwide and student group disparity in outcomes has been a foundational focus of this partnership.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections</p> <p>Scope: LEA-wide</p>	<p>committed to continuous improvement, collective responsibility, and goal alignment. This cannot happen without leaders who are skilled at developing capacity, advocating, and creating systems of support.</p> <p>In 2024-2025, VCUSD revised the structure for providing differentiated support across schools sites to ensure coaching and mentoring moving forward is differentiated by site to meet district outcomes. Priorities for 2025-2026 include implementation of the new mathematics adoption, literacy screening, science of reading strategies, and differentiated curricular implementation.</p> <p>Specific Schools: Dan Mini Elementary, Federal Terrace Elementary, Highland Elementary, Hogan Middle School, Jesse Bethel High School, John Finney High School, Lincoln Elementary, Loma Vista Environmental Science Academy, Mare Island Health and Fitness, Pennycook Elementary, Solano Widenmann, Vallejo High, Wardlaw</p> <p>Specific Student Groups: African American (College and Career. Suspension), English Learners (ELA, College and Career, Grad Rate), Foster Youth (Suspension), Homeless (Math, College and Career), Socioeconomically Disadvantaged (Suspension), White (Chronic Absenteeism, Suspension), Students with Disabilities (College and Career, Grad Rate, Suspension)</p> <p>Learning Forward. Leadership. Retrieved May 4, 2025 from https://standards.learningforward.org/standards-</p>	

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-professional-learning/conditions-for-success/leadership/	
1.6	<p>Action: Site Instructional Leadership</p> <p>Need: As mentioned in Action 1.5, fourteen VCUSD schools have at least one indicator in "red" as indicated on the 2024 California Dashboard. As a school district, VCUSD does not have one indicator at the "green" or "blue" level.</p> <p>VCUSD collaborates with Solano County Office of Education (SCOE) and California Collaborative for Educational Excellence (CCEE) through Differentiated Assistance. Identifying a strategic and intentional process for sustained change of LEA-wide, schoolwide and student group disparity in outcomes has been a foundational focus of this partnership.</p> <p>Scope: LEA-wide</p>	<p>As an extension to the district level leadership work, administrators will utilize the strategies learned at monthly DLT meetings as a guide for site level work including but not limited to daily walkthroughs and site leadership team meetings. The systems-level strategies are focused around the VCUSD Instructional Priorities and the VCUSD SEL Priorities.</p> <p>Specific Schools with at least one indicator in "red": Dan Mini Elementary, Federal Terrace Elementary, Highland Elementary, Hogan Middle School, Jesse Bethel High School, John Finney High School, Lincoln Elementary, Loma Vista Environmental Science Academy, Mare Island Health and Fitness, Pennycook Elementary, Solano Widenmann, Vallejo High, Wardlaw</p> <p>Through this implementation work, school sites will analyze data to hone in on practices that build consistent positive outcomes and understand barriers that are preventing low-income students from improving. VCUSD anticipates that growth on dashboard indicators will be higher for low-income students than students overall. Given the percentage of low-income students at school sites across the district, the impact will be reflected across other student groups. This action is district-wide.</p>	<p>1.3, 1.4, 1.15, 2.3, 2.7, 3.1</p> <p>VCUSD will monitor progress through identified metrics throughout the school year, but a minimum quarterly. The development, implementation and effectiveness of short term action plans at the district and site levels will inform progress towards overall goal and actions 1.5 as well as 1.6.</p>
1.7	<p>Action: Professional Learning for Teaching and Learning (Differentiated Assistance Action)</p>	VCUSD has developed a three year professional learning plan in collaboration with Solano County Office of Education (SCOE) and California Collaborative for Educational Excellence (CCEE)	<p>1.4, 1.6, 1.7, 3.6, 3.7</p> <p>VCUSD will monitor implementation progress through attendance at all</p>

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
	<p>Need: VCUSD made some progress from 2023 to 2024 as indicated by the Chronic Absenteeism and Suspension Rate indicators as well as measured improvement in Mathematics (increase of 4.1 points). VCUSD maintained at the College and Career preparedness. English Language Arts and English Learner Progress continue to be areas of focus with decline in both indicators. No LEA indicators have reached a "green" or "blue" level. Disparity between student groups exists across all indicators with students groups at the LEA and school site levels in the "red." The following LEA students groups have at least one indicator in "red": English Learners(3), Students with Disabilities(4), Homeless(4), African American(3), Foster Youth(2). Fourteen schools have at least one indicator in "red."</p> <p>Educational partners across all groups (administrators, staff/bargaining units, parents, students, community members, SELPA) have recommended on-going mandatory professional learning that is differentiated and has additional supports as well as accountability measures identified.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections</p> <p>Scope:</p>	<p>through the Differentiated Assistance. This plan came as a response to a decline in student outcomes over multiple years.</p> <p>VCUSD will implement the third year (2025-2026) of this three year plan which will include designated professional learning days, required professional learning during the work day, time for coaching, collaboration and preparation, and opportunities to extend learning. VCUSD expects that adhering to the Year 2 implementation plan will yield improved classroom instruction, stronger relationships with students and improved outcomes. While this is an LEA-wide action, VCUSD anticipates greater improved outcomes for the low income, foster youth and English Learner student groups than for students overall.</p> <p>According to Hanover Research report, "teachers (who) received more than 14 hours of professional development saw a "positive and significant" impact on student achievement." (2014). The Learning for Justice Article, Teaching Teachers: PD to Improve Student Achievement, indicates that professional development specifies that professional learning that connects to the curriculum materials that teachers use, the district and state academic standards that guide their work, and the assessment and accountability measures that evaluate their success, leads to better instruction and improved student outcomes. VCUSD has developed intentional, on-going training focused around classroom instruction to support teachers throughout the school year.</p> <p>Hanover Research (2014, March). Professional</p>	<p>trainings. Effectiveness of the professional learning plan will come through results of surveys provided at the end of every training and at designated times of the school year. Evidence of adult learning to impact students' demonstration of learning will be observed through site and district walkthroughs.</p>

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
	LEA-wide	<p>Development for Teaching Children of Poverty. Retrieved May 4, 2025, from http://www.leadingourlearners.org/wp-content/uploads/2020/01/Professional-Development-for-Teaching-Children-of-Poverty.pdf</p> <p>Learning for Justice. Teaching Teachers: PD to Improve Student Achievement. Retrieved May 4, 2025 from https://www.learningforjustice.org/professional-development/teaching-teachers-pd-to-improve-student-achievement#:~:text=Research%20shows%20that%20professional%20development,measures%20that%20evaluate%20their%20success.</p>	
1.8	<p>Action: Student Outcome Data Analysis (Differentiated Assistance Action)</p> <p>Need: In December 2024, VCUSD was notified that the district is eligible for Differentiated Assistance based on its performance of six student groups on the 2024 California Dashboard. The following student groups received the lowest status level in two or more state priority areas: Black/African American, English Learners, Foster Youth, Homeless Youth, Long-Term English Learners, and Students with Disabilities. Given the percentages of unduplicated students over the past two years, 83.63% (2023-2024) and</p>	<p>VCUSD will fund a Director of Data Analysis and Improvement (1.0 FTE) and a 1.0 FTE Technical Support Secretary to build a coherent data platform, develop processes to maintain data integrity across the system, provide data presentations for site, district and educational partner communication, and work with district and site leadership to analyze data and set targets for areas of improvement. Funds will also support additional software or data management resources needed.</p> <p>VCUSD expects this action to improve outcomes on forthcoming California Dashboard releases for student groups identified in the Differentiated Assistance process, including English Learners. Furthermore, given the high percentage of low-income students across all student groups, VCUSD anticipates improved outcomes for all unduplicated students. These actions are provided</p>	1.4, 1.6, 1.8, 1.9

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
	<p>85.12% (2024-2025), many of those students are also considered low-income.</p> <p>Through the process of continuous improvement, VCUSD in collaboration with Solano County Office of Education (SCOE) and the California Collaborative for Excellence in Education (CCEE) has identified the need to increase the time spent and venue for data sharing and application of the data analysis in order to "habitualize" using data to drive decisions. This includes develop a coherent data platform, training all levels of district and site leadership, and a process for building data integrity to ensure that processed and procedures for data entry lead to accurate information across all schools.</p> <p>Scope: LEA-wide</p>	<p>LEA-wide to maximize their impact in improving student outcomes for all students.</p>	
1.9	<p>Action: Curriculum Enrichment Programs</p> <p>Need: As mentioned in Action 1.1, low income, English Learners and foster youth students are not demonstrating the same levels of proficiency in comparison to overall student performance.</p> <p>According to the 2024 CAASPP English Language Arts (ELA) assessment results, 22.74% of VCUSD low income students met or exceed standards in English Language Arts</p>	<p>VCUSD will provide school sites with funding to increase curriculum enrichment opportunities for low-income students at all grade levels that will enhance the core program and help them connect their learning to the real world. Funds will be site directed to allow activities to be grade level appropriate and based on student interest. Curriculum enrichment resources could include but are not limited to contract services to bring experts into the classroom and schools, transportation and admission to opportunities outside of the classroom connected to in class learning, materials to supplement and expand the core program, as well as additional art, music or</p>	<p>1.3, 1.4, 1.6, 1.7, 2.2, 2.7</p> <p>VCUSD will monitor the implementation through identification of site-selected activities. Effectiveness of chosen activities will be monitored through contract or program evaluations, district and site walkthroughs and the annual LCAP survey feedback.</p>

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
	<p>(ELA) while 39.18% of students who are not low income met or exceeded standards in ELA. 5.58% of English Learner (EL) students met or exceed standards in English Language Arts (ELA) while 27.60% of students who are English Only met or exceeded standards in ELA. 10.53% of our foster youth met or exceed standards in English Language Arts (ELA) in comparison to 25.33% of VCUSD students overall met or exceeded standards in ELA.</p> <p>For Mathematics, on the 2024 CAASPP Mathematics assessment, 15.94% of VCUSD low income students performed at or exceeded standards compared to 27.64% of students who are not low income. 6.83% of EL students met or exceeded standards in math, whereas English Only had 18.38% of students meeting or exceeding standards. No Foster youth students met or exceeded standards while overall, 17.89% of VCUSD students met or exceeded standards in math.</p> <p>Educational partner input supports research which suggests that when provided more opportunities to demonstrate their talents in ways that are hands-on and interactive, students are more engaged and more encouraged to take risks in their learning. Educational partner feedback recommends additional options for curriculum enrichment across all grade levels and within all content areas.</p>	<p>STEAM activities. By hiring curriculum enrichment staff, classroom teachers will use this time as prep time to plan for rigorous engaging lessons.</p> <p>The Loma Vista Farm provides an established in-district curriculum enrichment opportunity in an urban environment that exposes students to a variety of hands-on learning options that integrate both literacy and math content. Students across the district will have opportunities for hands-on interactive learning from expert staff on working farm involving care-taking of the facility and the animals that live on the farm.</p> <p>These actions will provide diverse set of resources for low-income students. VCUSD expects these activities to have a positive impact on decreasing the disparity between unduplicated students and overall student outcomes. These actions will be provided LEA-wide.</p>	<p>VCUSD will utilize a Google form survey for classes that participate in a Loma Vista farm experience.</p>

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
	<p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections</p> <p>Scope: LEA-wide</p>		
1.10	<p>Action: 21st Century Technology Environments</p> <p>Need: Given the impact of technology on all aspects of students' lives, VCUSD identifies the need to maintain and continue to seek updating our tools to support 21st Century learning as indicated in the College and Career section of the 2024 California Dashboard. While foster youth was considered too small of a group to measure, English Learners and low income students performed at or below the "low" level for this indicator. 15.4% of VCUSD students are considered "prepared" in comparison to 14.7% of low income and 4.4% of English Learners.</p> <p>VCUSD Technology Department surveys indicate that students are utilizing district-provided technology on a daily basis to access the digital resources available in all core programs as well as Google tools that provide opportunities and support for communication in all domains to our low income, students, foster youth and English learners. VCUSD staff have demonstrate their interest in expanding their understanding of digital skills</p>	<p>VCUSD will continue to ensure that students have at a minimum 1:1 access to a working device for instruction, access to curriculum and evidence-based supplemental software and technological resources that increase productivity and enhance teaching and learning. VCUSD will continue to investigate ways to increasing the options for students to utilize technology as an integrated part of their learning. VCUSD will provide classified staff (i.e., Library Media Techs and Technology Specialists) to ensure students and staff have access and differentiated support in utilizing these tools.</p> <p>Technology provides students with another way to collaborate with peers and explore the world outside of the classroom. Technology can help instill curiosity and changes how students work. In How Does Technology Impact Student Learning?, students' education is enhanced by technology because it puts students' knowledge into action, sharpens students' critical thinking, provides a way for better communication, and personalized learning opportunities (Bay Atlantic University, 2023). According to The Impact of Technology, studies have shown that technology can actually help students collaborate more purposefully if used</p>	<p>1.4, 1.16</p> <p>VCUSD will monitor the use of technology during district and site walkthroughs, through survey feedback following professional learning as well as on-going Technology Department input collection.</p>

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
	<p>through their participation in a district-wide Promethean Board pilot and use of technology in professional learning. Education partners have shared a high interest in ensuring that students have experiences and tools that prepare them for college and/or career.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections</p> <p>Scope: LEA-wide</p>	<p>a regular tool in the classroom.</p> <p>The District expects with increased access, training and resources to enhance student learning, low-income, English learners and foster youth will demonstrate improved outcomes in their preparation for college and/or career. While these resources are funded with targeted student groups in mind, the use of 1:1 devices and supplemental resources is provided LEA-wide.</p> <p>Bay Atlantic University (June, 2022). How Does Technology Impact Student Learning? Retrieved May 4, 2025 from https://bau.edu/blog/technology-impact-on-learning/</p>	
1.11	<p>Action: Staffing For Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes</p> <p>Need: VCUSD has three choice schools (Cave Language Academy, Solano Widenmann Leadership Academy and Vallejo Charter School). VCUSD also has CTE pathways and elective options at the two comprehensive high schools and the middle school.</p> <p>Based on enrollment projections VCUSD schools will see a decline in enrollment. This affects the number of teachers and/or sections of electives that can be offered. Consequently, the secondary schools will have fewer options and the elementary sites will see combination classes. Given the large percentage of low-</p>	<p>Given the importance of ensuring students receive direct instruction utilizing the strategies teachers learn in their professional learning, VCUSD is providing additional staffing allocations to minimize combination classrooms, particularly at the primary grades where ensuring students are meeting grade level outcomes is fundamental. Additional allocations will be provided to maintain electives and CTE opportunities to increase access to options beyond high school.</p> <p>EducationTrust.org indicates the importance of having a highly qualified teacher for low-income students and students of color. It can mean a difference of 10 percentile points in Math and 35 percentile points in reading. Staffing coupled with professional learning (see Action 1.7) will provide students with a positive learning experience that will leads to improved outcomes for low-income, English learner, and foster youth students at a</p>	<p>1.3, 1.4, 1.6, 1.7, 1.16</p> <p>VCUSD will monitor implementation progress through a comparison of staffing allocations and student enrollment. Effectiveness of this action will be monitored through district and site walkthroughs as well as feedback from students through course selections in preparation for 2024-2025.</p>

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
	<p>income, English learner and foster youth students at these schools, declining enrollment and limited staffing will have a greater impact on these student groups.</p> <p>Parents and families have indicated they want VCUSD schools to continue to offer courses and expand programming that prepares students to be competitive in applying for college as well as equipped for the workforce. Educational partner feedback also indicates that combination classes are difficult on students because they do not receive as much direct instruction on grade level content. Staff agree with the need to minimize combination classrooms as it adds an additional pressure on covering content and meeting student needs.</p> <p>Scope: LEA-wide</p>	<p>more increased rate that their peers.</p> <p>VCUSD expects that maintaining and enhancing these options will have a positive impact on the College and Career indicator for high school students and increase positive outcomes for students at the elementary and TK-8 grade levels. While this option is targeted specific schools, it is an LEA-wide action to ensure maximum instructional access for all low-income, English learner and foster youth.</p> <p>The Education Trust. Fact Sheet-Teacher Equity. Retrieved May 4, 2025. https://edtrust.org/wp-content/uploads/Ed%20Trust%20Facts%20on%20Teacher%20Equity.pdf</p>	
1.12	<p>Action: Early Childhood Education Enhancement</p> <p>Need: VCUSD operates early childhood programs across the district to provide options for families to prepare their children for the first year of formal school and met the district goal of having all students reading on grade level by third grade.</p> <p>Current Kindergarten data shows from midyear of 2024-2025, 32.09% of</p>	<p>VCUSD will provide additional resources to enhance current pre-school curriculum including additional professional development for teachers to align the activities and preparatory curriculum to the expectations of entering Kindergarten. VCUSD will also offer a Pre-K academy for students who have not had an opportunity to participate in pre-school so that students and their parents can receive some tools and practice on skills necessary for success in Kindergarten. Priority will be given to low-income, and English learners youth.</p>	<p>Metric 1.7</p> <p>VCUSD will also monitor progress, using other formative measure, of TK and Kindergarten students who participated in the VCUSD early childhood programming to compare progress to those who did not.</p>

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
	<p>Kindergarten students scored P (Proficient) on CORE assessment E, blending CVC words. 63.16% of Kindergarten students scored P on assessments A, and 54.97% of Kindergarten students that score P on assessment B- letter names. 46.47% of Kindergarten students scored P on assessments C and 43.85% of Kindergarten students scored P on assessments D- letter sounds.</p> <p>VCUSD expects 80% of Kindergarten students will score 100% on CORE assessment E, blending CVC words and 100% of Kindergarten students will know all of their letters and sounds by the end of each school year.</p> <p>Educational partners indicate that additional opportunities for students to "practice school" better prepare students for the rigors of Kindergarten.</p> <p>Scope: LEA-wide</p>	<p>VCUSD expects to see students who participate in these offerings will be better prepared than students who have not had the option of preschool. This action will support all programs across VCUSD.</p>	<p>LPM- New metric for preschool: % of preschool students that were indicated in the "Building" developmental level or above in measures LLD 8- Phonological Awareness and LLD 9 Letter and Word Knowledge Fall 2024 60% of preschool students that were indicated in the "Building" developmental level or above in measures LLD 8 59% of preschool students that were indicated in the "Building" developmental level or above in measure LLD 9 Letter and Word Knowledge</p>
1.13	<p>Action: Alternative Schools Support</p> <p>Need: VCUSD maintains a continuation school and independent study programs (Independent Study and Virtual Academy) at the John Finney campus to provide alternate options for our low-income, English Learner and foster youth students to remain with VCUSD and</p>	<p>VCUSD will provide resources to support students who opt for alternative schools or programs. Coaching for teachers around differentiation of programming, counseling support for students, and additional on-campus mentoring and mental health resources provide families and students with an equitable system of support that is offered at the comprehensive schools.</p>	<p>1.15</p> <p>VCUSD will utilize the district and site walkthrough tool with a focus on alignment to the variety of learning platforms on the John Finney campus.</p>

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
	<p>matriculate towards graduation. 90.4% of the students attending are low-income. Student data for the independent study programs is included within their home school on the California Dashboard and through the state assessment system.</p> <p>Educational partner input indicates that providing options for students will benefit their learning to ensure that they are eligible to graduate on time. In some instances independent study programming allows students who are medically fragile to stay on grade level with their learning.</p> <p>Scope: LEA-wide</p>	<p>In 2025-2026, VCUSD will move all elementary students back to in-person learning and focus on enhancing the secondary-level independent study experience. VCUSD anticipates that this will prioritize the campus work on preparing all students for college and career at the John Finney campus.</p>	
1.14	<p>Action: College and Career Readiness</p> <p>Need: According the the 2024 California Dashboard, VCUSD performed at the "orange" measure of this indicator with five student groups scoring at the "red" or "Very Low" level of the indicator. In further analysis of this indicator, additional information regarding levels completion of the more than 10 options for demonstrating preparation for college/career putting. Based on these indicators, VCUSD students only surpassed the lowest level in two of those options, Smarter Balanced Assessment, and Met UC/CSU requirements. In those areas, our low-income, foster youth and English</p>	<p>VCUSD will provide activities at all grade levels that offer college and career awareness activities on campus. The VCUSD College and Career team will assist sites in hosting guest speakers, college awareness events for secondary students and family nights that share hands-on learning about the VCUSD Profile of a Graduate and next steps for college.</p> <p>Starting in middle school, VCUSD counselors will provide workshops and meetings around college and career preparedness. In the high schools, the Secondary Director will work with high school administration to analyze current options for college preparedness to develop actions that will create new pathways and enhance current offerings. VCUSD will also ensure students have</p>	<p>1.16</p> <p>VCUSD will survey for feedback after each college and career event. High school student focus groups at the beginning, middle and end of the year will also inform enhancements to current options and guide planning and content for future options.</p>

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
	<p>learner students had less success than overall. This indicates two things: VCUSD is not providing a range of rigorous options for demonstrating preparedness; VCUSD is not supporting targeted student groups to be successful in the options that are provided. While this indicator is only measuring high school student progress, given outcomes shared in previous actions around ELA and Mathematics progress, this action should include activities for all grades.</p> <p>VCUSD overall had several student groups that are impacted by low performance (as indicated as Very Low for 2023) on the College and Career indicator: African American, English Learners, Homeless, and Students with Disabilities. John Finney as a school site had a "Very Low" indicator in 2023 with the following specific student groups identified with a Very Low indicator: African American, Hispanic and Socioeconomically Disadvantaged. Jesse Bethel English Learners and Vallejo High African American and English Learners also had a "Very Low" level on the College and Career indicator.</p> <p>2024 College and Career Dashboard Updates - VCUSD maintained status, earning an "orange" level on the dashboard. Schools and student groups maintained their status.</p> <p>The Graduate Rate indicator on the 2023 California Dashboard was "yellow" with English Learners and Students with Disabilities having a red indicator. Jesse</p>	<p>equitable access in options that provide scholarship and grant opportunities including but not limited to the PSAT and FAFSA.</p> <p>In 2025-2026, VCUSD will be collaborating with secondary schools to develop a comprehensive system for formative monitoring and planning next steps in individualized supports and enhanced course options. Based on student feedback, VCUSD will expand current pathways and incorporate more career-based opportunities for student to explore future options.</p> <p>This action is provided on an LEA-wide basis to have a lasting impact on all students. By directing supplemental and concentration funds to these actions, VCUSD will see positive growth in outcomes for targeted student groups, including the unduplicated student groups.</p>	

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
	<p>Bethel had a red Graduation Rate indicator for Students with Disabilities. Vallejo High had red for the following student groups: African American, English Learner, Hispanic, Socioeconomically Disadvantaged.</p> <p>2024 Graduation Rate Dashboard Updates - VCUSD declined slightly, moving to the "orange" level. Schools and student groups in the red in 2023 maintained that same status.</p> <p>Educational partners recommends additional options for students, starting in the elementary grades, to learn about college and careers. Parent workshops have been recommended, also at the younger grades, to educate parents on college and career options. VCUSD educational partners communicated the importance of starting early to prepare families and students for post-secondary options.</p> <p>Scope: LEA-wide</p>		
1.15	<p>Action: College Preparatory Program</p> <p>Need: Based on needs shared in Action 1.14, VCUSD has confirmed the need to provide intentional options to target support and resources to students, in particular, the student groups indicated in Action 1.14.</p>	<p>VCUSD will provide a range of options for secondary students to receive additional resources to ensure students are prepared for college. Options will include courses within the master schedule, programs outside of the school day, and partnerships with external vendors to increase mentoring opportunities.</p> <p>Supplemental and concentration grant funds are directed to impact identified student groups and their outcomes across all indicators on the</p>	<p>1.10, 1.16</p> <p>As students enroll in programs and/or electives, VCUSD will monitor their progress on outcomes (attendance, behavior, academic) in comparison to all students using the student information</p>

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
	<p>Educational partner feedback, particularly secondary student input recommends options for additional support through in class assistance, after class tutoring, mentorship, and opportunities to connect learning to the real world.</p> <p>Scope: LEA-wide</p>	California Dashboard. These actions are provided LEA-wide to maximize their impact in improving student outcomes for all students.	<p>system and the Student Analytics Lab.</p> <p>VCUSD will survey students and families on the impact selected programs have on their individual progress. Survey results will be used with student data to revise or expand programming and determine needs for alternate options.</p>
1.17	<p>Action: Bridge Programs for Incoming Middle and High School Students</p> <p>Need: According to the VCUSD 2024-2025 Course Grade Distribution in Student Analytics Lab (May 2025), 33.7% of all grades given to low income students in the 9th grade are either a D or an F. This percentage increases as students progress in the high school system. This percentage jumps to 36.7% for English Learners (compared to 32.3 for English Only). Math course have the highest percentage of Ds and Fs overall (37.02%) with English Language Arts at 16.20% overall.</p> <p>All VCUSD Educational partner groups spoke to the importance of early intervention, small group and/or individualized support to ensure that students do not fall behind and receive the assistance required but during and outside of</p>	<p>VCUSD grade data at both the middle school and 9th grade levels shows that students face challenges when transitioning into and out of middle school, as well as when entering high school. These critical junctures often determine long-term academic engagement, attendance, and achievement—particularly for our most vulnerable students. In partnership with the Solano County Office of Education (SCOE) and the California Collaborative for Educational Excellence (CCEE), VCUSD District Leadership has developed a comprehensive timeline and set of activities designed to enhance and expand existing supports for students matriculating into secondary levels.</p> <p>The Pritchard Committee’s “Meaningful Diploma Strategy: Ready for High School” identifies four essential, research-based practices that support successful transitions: Social and Emotional Learning Personalized Support and Counseling Early Intervention</p>	<p>1.9, 2.2, 2.7</p> <p>VCUSD will collect data regarding implementation of programs offered. The District will seek input from student participants in small group options such as the Summer Bridge program to measure initial impact of each bridge offering.</p>

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
	<p>class to maintain grades, avoid credit recovery and graduate on time.</p> <p>Scope: LEA-wide</p>	<p>Supportive School Environments</p> <p>VCUSD will align its transition efforts with these best practices, while also reinforcing academic readiness and well-being as pillars of secondary success. Key components of VCUSD’s transition strategy include:</p> <p>Empower Youth Seminar: Offered each spring in partnership with Kaiser Permanente, this full-day experience is provided to all 8th grade students across the district, with a focus on resilience, leadership, and high school readiness.</p> <p>Summer Bridge Programs: These sessions serve as academic “boot camps,” providing targeted support in subjects like math to help students prepare for high school-level coursework.</p> <p>Academic Preparedness: Rigorous and engaging instructional programs in middle school are foundational. According to a report by ACT, “students who take rigorous coursework in middle school are more likely to excel in high school.” VCUSD is committed to ensuring all students have access to such opportunities.</p> <p>In addition to academic supports, VCUSD is expanding:</p> <p>Ongoing Counseling and Progress Monitoring: Beginning in middle school, students will receive regular guidance and check-ins to ensure they are on track for a successful 9th grade transition.</p> <p>Data-Driven Planning: Site and district leadership will analyze student performance data</p>	

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
		<p>collaboratively to ensure timely interventions and personalized support.</p> <p>Transition Programs: VCUSD is exploring implementation of peer-led initiatives such as Link Crew (high school) and WEB—Where Everybody Belongs (middle school)—to ease transitions and build community connections from day one.</p> <p>Finally, to address challenges in 9th grade—a pivotal year for long-term success—VCUSD Educational Services and Human Resources will collaborate to strategically allocate staff to reduce class sizes in identified core subjects, thereby improving teacher-to-student ratios and increasing instructional support.</p> <p>With greater intentionality and investment in transition experiences, VCUSD anticipates measurable improvements in academic, attendance, and behavior outcomes—especially for unduplicated students. These actions will be implemented LEA-wide to ensure equitable access and impact for all students.</p> <p>The Prichard Committee. Meaningful Diploma Strategy: Ready for High School. Retrieved April 22, 2025. https://prichardcommittee.org/curated-meaningful-diploma-strategy-ready-for-high-school/?_gl=1%2A1khjda%2A_ga%2AMTA5MDc5Mzg3Ny4xNzQ1NDQ3Mjk1%2A_ga_LMRW5DNWJ3%2AMTc0NTQ1MjlyOS4yLjEuMTc0NTQ1MjQ3MS4wLjAuMA..</p>	
1.18	Action: Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions	VCUSD will fund a Director of Categorical Grants position (.5 FTE) and a 1.0 FTE Accounting Analyst to oversee the development and facilitation	1.4, 2.3, 2.7, 3.1, 1.15, 1.16 (Metrics aligned to CA Dashboard Indicators)

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
	<p>Need: In December 2024, VCUSD was notified that the district is eligible for Differentiated Assistance based on its performance of six student groups on the 2024 California Dashboard. The following student groups received the lowest status level in two or more state priority areas: Black/African American, English Learners, Foster Youth, Homeless Youth, Long-Term English Learners, and Students with Disabilities. Given the percentages of unduplicated students over the past two years, 83.63% (2023-2024) and 85.12% (2024-2025), many of those students are also considered low-income.</p> <p>Through the process of continuous improvement, VCUSD in collaboration with Solano County Office of Education (SCOE) and the California Collaborative for Excellence in Education (CCEE) has identified the need to align all resources build a cohesive intentional plan for impacting student outcomes ultimately impacting all areas of the California LCFF state priorities. Furthermore, given the importance of spending current year funding for current year students, VCUSD must also focus efforts on ensuring current year funds are utilized to support that intentional plan.</p> <p>Scope: LEA-wide</p>	<p>of the Local Control Accountability Plan (LCAP) which aligns to the VCUSD Strategic plan and incorporates key actions from district level and site level plans.</p> <p>VCUSD established the first Superintendent's Advisory Committee with representation from all secondary (including TK-8) schools to advise the Superintendent and the VCUSD Cabinet. Funding will continue provide resources such as meetings supplies and transportation to maintain a districtwide student leadership advisory that meets throughout the school year to discuss current progress on LCAP actions, collect input and determine any next steps.</p> <p>VCUSD expects this action to improve outcomes on forthcoming California Dashboard releases for student groups identified in the Differentiated Assistance process, including English Learners. Furthermore, given the high percentage of low-income students across all student groups, VCUSD anticipates improved outcomes for all unduplicated students. These actions are provided LEA-wide to maximize their impact in improving student outcomes for all students.</p>	<p>VCUSD will provide monthly progress reports to partnering departments from SCOE as part of Differentiated Assistance support. Reporting will be provided on progress towards goals as well as progress towards expending current year funds and a portion of the carryover balance.</p>

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
2.1	<p>Action: Positive School Culture and Climate</p> <p>Need: On the 2024 California Dashboard, the Foster Youth student group had the lowest level (red) on the Suspension indicator in comparison to the district which scored two levels above or yellow. Two of the eighteen VCUSD schools also performed overall in the red on this indicator. Amongst all school sites, the Suspension indicator was red for the Foster Youth student group.</p> <p>VCUSD has two schools where the Conditions and Climate indicator (Suspension Rate) on the 2024 California Dashboard were at the lowest level, "red": Cave Language and Hogan Middle School.</p> <p>VCUSD has the following student group within the LEA that received the lowest performance level: on the Suspension Rate indicator: Foster Youth.</p> <p>Student groups within the following schools had the lowest performance level in either Chronic Absenteeism or Suspension Rate on the 2023 California Dashboard: Cave - English Learners (Suspension Rate), Socioeconomically Disadvantaged (Suspension Rate), Hispanic (Suspension Rate), Glen Cove - White (Suspension), Highland - African American and White (Suspension), Hogan Middle School- Students with Disabilities (Chronic Absenteeism),</p>	<p>Under the direction of the Directors of Student Support Services, Elementary and Secondary Departments, a cohesive proactive approach using PBIS strategies as outlined in the VCUSD SEL Priorities and VCUSD PBIS: Response to Behavior Handbook will be implemented across all school sites. As part of the VCUSD Multi-tiered System of Support (MTSS) Framework, each site will collaborate with the Director of Student Support Services, the Director of Secondary and Director of Elementary to outline the school's "Tier 1" approach and additional supports needed (professional learning, coaching, supplemental programs, etc). Identified school staff will receive on-going training on restorative practices in order to training other school site staff as an alternate means for correction.</p> <p>This action is LEA-wide to positively impact changed outcomes for all student groups, but in particular those identified as high need based on the 2024 California Dashboard. Given the fact that 81.5% of the VCUSD student population is considered low-income, outcomes will improve more for VCUSD low-income students in comparison to all students, but will have an impact across all schools in the district.</p>	<p>2.7, 2.8, 2.9</p> <p>VCUSD will utilize information on student discipline and interventions to monitor: the use of alternate means of correction, the use of interventions, the use of restorative practices, the quality of information gathered to provide appropriate next steps. This data will be shared at District Leadership teams using a protocol that can be replicated at the school site leadership level.</p>

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
	<p>African American, English Learners, Long-Term English learners, Socioeconomically Disadvantaged, Students with Disabilities, White (Suspension), Jesse Bethel - Students with Disabilities (Suspension), Steffan Manor-African American (Chronic Absenteeism), Vallejo High - Homeless (Suspension).</p> <p>Educational partner input suggests that VCUSD needs additional strategies, programs and staff to support students in understanding and following expectations as well as supports to address why students are making choices that get them into trouble.</p> <p>Scope: LEA-wide</p>		
2.2	<p>Action: Social Emotional Learning</p> <p>Need: As indicated in Action 2.1, Two of the eighteen VCUSD schools performed overall in the "red" on the Suspension indicator (2023 California Dashboard). Amongst all school sites, the Suspension indicator was red for at least one student group in 7 of the 18 schools.</p> <p>For VCUSD, the Foster Youth student group had the lowest level (red) on the Suspension indicator in comparison to the district's overall level which was two levels above (yellow).</p>	<p>VCUSD will utilize screening tools including but not limited to Panorama and Kimochis to gauge school and district trends. In alignment with the VCUSD SEL Priorities, support and resources will be provided to ensure sites have the SEL materials needed. District and site leadership teams will monitor progress as part of the walkthrough process.</p> <p>VCUSD anticipates that a multi-tiered approach for implementation will have a positive impact on improving school climate, particularly for specific student groups at identified sites, in particular for low-income student group at the district level. Given the comprehensive approach, this action is LEA-wide.</p>	<p>2.9, 2.11, 2.12</p> <p>VCUSD will utilize data collected from district and site walkthroughs and the results from the identified social emotional screeners throughout the year to measure progress on social emotional practices. Data will be discussed and next steps determined at District Leadership Team meetings.</p>

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
	<p>Also mentioned above, educational partner input indicates that VCUSD needs additional strategies, programs and staff to support students in understanding and following expectations as well as supports to address why students are making choices that get them into trouble.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Student Wellness and Mental Health</p> <p>Need: Based on the 2024 Dashboard (see Action 2.1), VCUSD has 2 schools identified that have not shown progress in providing proactive resources to impact school climate and student behavior as measured by the Suspension indicator. Foster Youth students are now included as one of the target groups specifically and within other student groups.</p> <p>Despite the improvement in overall suspensions, data indicates that VCUSD continues to have a higher suspension rate than the state average.</p> <p>Educational partner feedback suggests additional supports to assist students in addressing problems could benefit the school climate and culture. 2025 Partner feedback across all groups (students, staff, and parents/community) rate student health and</p>	<p>As part of the Tier 1 supports, VCUSD will ensure every site has at least one Mental Health Support Provider (MHSP) as the designated staff person to provide a space for students to self-regulate, receive support, learn skills to help them cope, and/practice goal-setting. Every site will have an identified Wellness Room equipped with resources to support students who have self-referred or been referred. In collaboration with the District Coordinator and Student Support Services, the Mental Health Support Provider team will assist with data collection around social emotional learning and possible needs for intervention using a district-identified, age appropriate screening tool (see Action 2.2).</p> <p>According to Every Young Heart and Mind: Schools as Centers of Wellness (MHSOAC, 2020), "schools (have the potential to serve as) centers of wellness and healing – where social and emotional learning is a core mission; youth are engaged as mental health champions and leaders; and families, including</p>	<p>2.7</p> <p>VCSUD will ensure every site has one MHSP. The MHSPs will collect data from the Wellness Center attendance (check ins) will be used throughout the year to monitor use as well as reasons why students are utilizing the Wellness Center. Trends will be analyzed at the school site and district level to determine next steps for additional supports or enhancements needed.</p>

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
	<p>wellness as one of the top priorities of focus for VCUSD moving into 2025-2026.</p> <p>Scope: LEA-wide</p>	<p>younger children, have access to mental health supports." VCUSD sees the Wellness Centers as a place where all students are welcome, but also as a place where students can go to receive additional supports.</p> <p>These actions will create an opportunity to significantly increase opportunities for low-income student support thereby decreasing the number of disciplinary actions, including suspensions, in comparison to overall referrals, because students' concerns and feelings are being addressed in a proactive way. These actions will be provided on an LEA-wide basis to maximize their impact on all students.</p> <p>Mental Health Services Oversight & Accountability Commission (October, 2020). Retrieved on May 4, 2025 from https://mhsoac.ca.gov/wp-content/uploads/schools_as_centers_of_wellness_final-2.pdf</p>	
2.4	<p>Action: Student Supervision and Safety</p> <p>Need: Based on current data from Student Analytics Lab, discipline incidents at schools are highest at the middle school (146 incidents), followed by one comprehensive high school (102 incidents), five TK-8 schools (over 50 incidents). Data shows that this particularly impacts low-incomes students as they have a higher rate of disciplinary action than their peers who are not low income.</p>	<p>As part of its Multi-Tiered System of Supports (MTSS), VCUSD is committed to strengthening Tier 1 strategies that proactively support all students. In the 2024–2025 school year, VCUSD will expand its Positive Behavioral Interventions and Supports (PBIS) framework through increased adult visibility and relationship-building across school campuses to improve student safety and climate.</p> <p>Key staffing enhancements include: Site Safety Supervisors at all secondary and TK–8 school.</p>	<p>2.9</p> <p>VCUSD will ensure sites have the designated number of staff supervising students (based on grade level). Beginning in 2024, VCUSD will enforce discipline referral protocol to maintain data integrity that allows the District to collect specific data on who is submitting referrals. This data will be used to</p>

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
	<p>Further analysis from our student information system shows that the majority of disciplinary incidents at the elementary level take place during non-instructional times such as recess.</p> <p>VCUSD Educational partners have recommended that the district provide additional staff to increase the presence of adult supervision as a proactive measure to support students and prevent disciplinary issues.</p> <p>Scope: LEA-wide</p>	<p>Additional playground, bus, and arrival/dismissal supervision at elementary schools through both staff and contracted services.</p> <p>These staff members will be trained in PBIS-aligned practices, with a focus on: Positive reinforcement Conflict resolution De-escalation techniques</p> <p>The goal is to optimize instructional time, strengthen the overall school climate, and reduce disciplinary referrals, especially for low-income students—a group disproportionately affected by exclusionary discipline practices.</p> <p>In 2024-2025, VCUSD will expand adult supervision resources to support safer, more focused learning environments. This includes piloting a clear and consistent cell phone use policy during school hours—an initiative supported by educational partners, emerging research, and state guidance. Supplemental tools will be deployed to monitor and reinforce these expectations.</p> <p>To further enhance campus safety, VCUSD will implement Evolv technology—a system designed to proactively monitor individuals entering school facilities. Following a successful pilot at Jesse Bethel High School, data demonstrated that the technology improved the district's ability to maintain a safe and secure environment for students and staff. Full implementation will occur at both VCUSD high schools in 2024–2025.</p>	<p>analyze effectiveness of this action, additional training as well as other resources needed.</p>

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
		These actions are designed to be implemented districtwide to ensure equitable benefits for all students, improving both safety and the learning environment across all school sites.	
2.5	<p>Action: Attendance Awareness and Improvement Program</p> <p>Need: While VCUSD demonstrated a decline in Chronic Absenteeism on the 2024 California Dashboard, data from 2023-2024 shows that progress on daily attendance continues to lag behind the county and state average daily attendance. VCUSD had 17.9 days of absence in comparison to 13.6 (Solano County) and 12.8 (State). In looking more closely at these numbers, low-income had a higher number of absences (18.8) than overall students.</p> <p>Scope: LEA-wide</p>	<p>Under the direction of the Director of Student Support Services, VCUSD will refine and implement a districtwide attendance initiative plan to provide a coherent consistent "Tier 1" approach across all schools. The plan will include structures to provide proactive communication, education and recognition around the impacts of daily attendance. Additional staff beyond the VCUSD site clerical staffing ratio will be provided to ensure that communication is happening between families daily. Knowing that the offices are busy places this additional staff will support students and families on campus while the Office Manager and/or Attendance Clerk prioritizes attendance outreach during identified times. The Director of Student Support will work with the Public Communications Director to develop districtwide communications to families and the community regarding attendance. The Director of Student Support and his team will develop and implement a calendar of spirit days, district and school competitions and recognition opportunities around daily attendance.</p> <p>By providing positive, proactive and responsive communication to families, students and staff, VCUSD expects daily attendance low-income youth to improve. These actions will be provided on an LEA-wide basis to maximize their impact on all students.</p>	<p>2.2, 2.3</p> <p>VCUSD will provide weekly communication through the Weekly Watch on attendance progress at the district and the site through the academic and fiscal lens. Attendance data will be shared and analyzed at the District Leadership Team meetings using a protocol that can be replicated at the site level.</p>

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
2.6	<p>Action: Student Engagement and Recognition</p> <p>Need: Considering discipline and attendance data noted in Action 2.1 and 2.5 respectively, VCUSD has identified a need to provide additional opportunities that encourage low-income students to attend school every day and make good choices to participate in high-interest options.</p> <p>Educational partners repeatedly recommended that VCUSD increase the number of clubs, activities and opportunities for students to connect with school in ways that extend and/or are outside of the classroom. Families are not always able to provide these options after school due to cost, transportation and/or access, but VCUSD could support to ensure all students have options. They suggested that participation in structured activities would increase opportunities for mentorship and leadership as well as improve participating students attendance, behavior and academics.</p> <p>Scope: LEA-wide</p>	<p>VCUSD will work with each school site to expand clubs or outside of instructional time options based on student interest. Opportunities will vary based on grade level. Funds will provide for materials, staffing and services as needed. At the secondary level, the Director of Secondary will work with the Secondary Principals to develop and implement a plan to ensure that the athletic scholar program provides opportunities for all interested students to participate. Prioritizing safety and access, funds will provide for leadership, staffing, services, memberships for participation, transportation, supplies and facilities. Additional funds will be allocated to provide each school with resources to promote PBIS, attendance, academic and engagement recognition. Each site will design a site-specific recognition program.</p> <p>VCUSD understands the importance of providing students, especially low-income students, with a diverse range of activities and programs to connect with peers and the school. Building them into the school program allows students to participate in activities they might otherwise not be able to try as shared in Rand (2019).</p> <p>VCUSD expects that providing a variety of opportunities for students will encourage low-income students to participate in school supervised activities that promote PBIS and will lead to positive attendance, behavior and academic outcomes. These actions will be provided on an LEA-wide basis to maximize their impact on all students.</p> <p>Rand (July 2019). Sports Participation Gap Exists</p>	<p>2.2</p> <p>As students enroll in programs and/or clubs, VCUSD will monitor their progress on outcomes (attendance, behavior, academic) in comparison to all students using the student information system and Student Analytics Lab .</p>

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
		Between Youth from Lower-Income and Middle-Income Families. Retrieved May 4, 2025 from https://www.rand.org/news/press/2019/07/18.html	
2.7	<p>Action: Staff Recruitment, Hiring and Retention</p> <p>Need: VCUSD has an unduplicated student percentage of 85.54%, representing students who are low-income, English learners, and foster youth. Due to the high percentage of low-income students, all VCUSD schools (elementary, TK-8, middle, and high schools) are designated as schoolwide Title I.</p> <p>According to the 2024 California Dashboard (based on 2023–2024 instruction), VCUSD performed at the “very low” (red) level in English Language Arts, with an overall decline of 3.2 points.</p> <p>More recent local data indicates encouraging progress. Internal benchmark assessments (NWEA MAP) show a 3.5% increase in students meeting or exceeding standards in English Language Arts between Quarter 3 of 2024 and Quarter 3 of 2025. Early literacy efforts appear to be gaining traction, with a higher percentage of students meeting end-of-year targets on the 2024–2025 winter assessments compared to the prior school year.</p>	<p>To address these challenges, VCUSD has developed a multi-tiered system of support for recruitment and retention of all staff. These efforts align with recommendations from the Learning Policy Institute and the U.S. Department of Education’s 2021 guidance on educator effectiveness.</p> <p>Key Strategies Include: Increased Compensation: While VCUSD salaries and benefits remain below those of surrounding districts, enhancing compensation is essential to recruiting and retaining staff in Title I schools.</p> <p>Supportive Working Conditions and Well-being Initiatives: Investments in staff wellness, collaborative planning time, and positive school environments are foundational to staff satisfaction.</p> <p>High-Quality Substitute Pool: VCUSD continues to strengthen its substitute network to ensure continuity of instruction during staff absences.</p> <p>Ongoing Professional Learning and Coaching: Access to job-embedded coaching and professional development enhances instructional quality and promotes staff engagement.</p> <p>Recognition of Staff and Student Achievements: Celebrating accomplishments builds a culture of appreciation and reinforces a shared sense of purpose.</p>	<p>1.1, 1.4, 2.2, 2.7</p> <p>VCUSD will utilize a number of data sources to monitor implementation progress on this strategy and its impact on student achievement.</p> <p>The Human Resource (HR) department will collect data on the hiring process for 2024-2025 to monitor the number of positions filled and vacancies remaining at the start of the school year. HR will survey staff regarding the impact of this action on staff retention.</p> <p>The Professional Learning department will collect data on staff participation and staff satisfaction at professional learning events. Staff engagement surveys will be provided semi-annually focused on the four pillars of effective recruitment and retention.</p>

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
	<p>VCUSD attributes this growth to a strategic focus on early literacy, launched in 2023–2024, with the goal of ensuring all students read at grade level by third grade. The district implemented a three-year professional learning plan requiring all teachers to complete training in the science of reading and literacy across content areas. Both certificated and classified staff participate in dedicated professional learning days. Teachers engage in structured collaboration and training every Wednesday through an extended workday.</p> <p>VCUSD’s long-term investments in professional development are yielding positive student outcome results. The District is committed to recruiting, hiring and retaining well-trained classroom staff. This has been an on-going challenge and continues to be a top priority to provide consistency over time for our students.</p> <p>In terms of staff preparedness to educate VCUSD students, most recent data available from the California Department of Education DataQuest system’s Teaching Assignment Monitoring Outcomes (TAMO) report shows that VCUSD has a lower percentage of teachers (71.7%) with all education and program requirements met for their credential (known as a “Clear” credential) in comparison to Solano county (80.3%) and Statewide (85.1%). In contrast, VCUSD has a higher percentage of teachers who are not fully prepared including interns completing their credential (2.2%), ineffective teachers who are</p>	<p>To grow and diversify the educator workforce, VCUSD is investing in the following pipeline programs:</p> <p>Alder Residency Program Solano College Teacher Preparation Pathway Adult School Preparation for Basic Skills Assessments</p> <p>These initiatives provide training, mentorship, and a clear path for aspiring educators to join the teaching profession and advance within the district.</p> <p>VCUSD Human Resources department has also expanded its recruitment team with the addition of a classified staff position focused on: Exploring innovative recruitment strategies Streamlining the hiring process using new technologies Enhancing communication with candidates and current staff</p> <p>The district will assess the impact of these strategies through progress on: Staff engagement surveys focused on the four pillars of effective recruitment and retention Attendance at professional development sessions Regular investigating by and reporting to district leadership around evolving staff needs in wellness, coaching, and growth to inform decision-making and maintain accountability Classroom and school campus walkthroughs to observe practices learned during professional development sessions Multiple measures of student outcome data to</p>	<p>Departments will provide updates on evolving staff needs in wellness, coaching, and growth to inform decision-making and maintain accountability.</p> <p>Site and district learning walks will occur regularly to observe practices learned during professional development sessions and report out during district leadership team meetings.</p> <p>Multiple measures of student outcome data will be evaluated at the site and district level to monitor progress on academic and engagement goals.</p> <p>Additional metrics may be added through collaborative efforts with the district and the bargaining team.</p>

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
	<p>on a substitute, short-term or variable waiver (10.5%) and those with incomplete credentials (8.8%). Comparing these percentages to Solano county and Statewide, VCUSD's percentage of teachers not fully prepared is double in some of the above categories: Interns - Solano (2.9%) and Statewide (1.8%); Ineffective - Solano (8.3%) and Statewide (4.9%); Incomplete - Solano (5.1%), Statewide (4.9%). Training teachers who have not had the traditional credentialing pathway is a large investment of resources. This investment is one that VCUSD would like to decrease over time by hiring staff that remain in the VCUSD system.</p> <p>Using longitudinal data regarding retention from VCUSD's Human Resource department, from 2020 to 2024, the number of teachers in VCUSD classrooms has decreased, from 569 teachers on staff in 2020-2021 to 520 in 2023-2024. While retirements have declined significantly, with 60 in 2021-2022 to 8 in 2023-2024, the number of resignations has increased across those years with 27 in 2021-2022 to 45 in 2023-2024 . For classified positions, retirements decreased from 27 in 2021-2022 to 17 in 2023-2024. However, resignations remained relatively consistent with 44 in 2020-2021 and 42 in 2023-2024.</p> <p>Exit surveys VCUSD Human Resources receives from staff resigning indicate a high percentage of staff leave due to opportunities for higher salaries and relocation for a better quality of life. VCUSD's current pay range for</p>	<p>monitor progress on academic and engagement goals</p> <p>In partnership with Educational Services, Human Resources will: Develop leadership pathways for internal candidates and launch a districtwide recognition program to celebrate educators and support staff contributing to student success</p> <p>VCUSD believes that through intentional investments in recruitment, retention, and recognition, the district will strengthen its workforce, reduce turnover, and enhance school stability for our low-income students. These actions are designed to equitably support all students, particularly those who most need consistent, high-quality instruction.</p> <p>See Also: US Department of Education Letter to Colleagues (December 2021) Carver-Thomas, D. & Darling-Hammond,L(2017). Teacher turnover: Why it matters and what we can do about it. Palo Alto, CA: Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Turnover_REPORT.pdf</p>	

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
	<p>teachers is \$59,813 at the lowest range to \$111,308 at the highest range. These salaries are not currently as competitive as neighboring or nearby districts across all ranges. Fairfield-Suisun offers \$67,00-\$120,000. West Contra Costa's range is \$58,572.72- \$119,394.81 and Mt. Diablo is \$65,000-\$138,000 (depending on the work days). VCUSD classified salaries are also less competitive with the lowest hourly range of \$16.91 per hour at VCUSD compared to Fairfield-Suisun at \$17.32 per hour, West Contra Costa at \$18.80 per hour, and Mt. Diablo's lowest hourly range at \$18.79 per hour.</p> <p>Research from the Learning Policy Institute underscores the urgency of maintaining consistent vested staff as well as the impact of turnover, specifically teachers. Title I schools experience teacher turnover rates 50% higher than non-Title I schools, with experienced educators leaving at rates nearly 80% higher. As the research notes: "High turnover rates reduce achievement for students whose classrooms are directly affected, as well as for other students in the school." Turnover is not only damaging to student outcomes; it is also expensive. In 2017, the cost to replace a single teacher in an urban district exceeded \$20,000 (Carver-Thomas & Darling-Hammond, 2017).</p> <p>VCUSD students, families, and staff consistently express the value of stable, long-serving personnel in maintaining strong relationships and ensuring instructional</p>		

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
	<p>consistency. For unduplicated students—those most impacted by systemic inequities—staff turnover exacerbates learning gaps. LCAP survey data show that 96% of respondents agree or strongly agree with the following statement: “I support making salaries and benefits better for VCUSD staff so that our district is a place where teachers and staff want to work.”</p> <p>Scope: LEA-wide</p>		
2.8	<p>Action: Teacher Induction Program and Mentoring</p> <p>Need: As a follow-up to Action 2.6, VCUSD is recruiting teachers through a variety of pathways to ensure classrooms have a qualified teacher. Given the number of teacher candidates through the traditional pathway is decreasing, VCUSD has to create systems of support to retain staff. As mentioned in Action 2.6, schools with low-income, English learner and foster youth students are often more likely to have more vacancies and less qualified staff. This impacts academic, behavioral and attendance outcomes.</p> <p>Scope: LEA-wide</p>	<p>VCUSD will provide a state-approved teacher induction program including instructional courses and mentoring support at no cost to teacher participants. This program will be coordinated by a certificated administrator under the leadership of the Director of Professional Learning. A teacher leader and team of expert mentors (typically retired VCUSD staff) will provide instruction and mentoring to eligible candidates for a two-year period. In addition to the induction program, this action will provide supports to pre-intern and intern teachers. Experienced mentors, preferably teachers working at the pre-intern or intern's assigned school site, will provide regular check-ins, set goals and actions, and support with daily questions.</p> <p>VCUSD expects with these support structures, new teachers will continue to progress to fully credentialed teachers that remain at VCUSD. Retaining quality staff will have a positive outcome on our low-income, English Learners and foster</p>	<p>1.4, 2.2, 2.7</p> <p>Implementation metrics include ensuring that all candidates have a dedicated mentor. Progress on effectiveness will be measured through the induction and mentorship monitoring tools.</p>

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
		youth. These actions will be provided on an LEA-wide basis to maximize their impact on all students.	
2.9	<p>Action: Facilities Improvements</p> <p>Need: According to DataQuest, in 2023-2024, chronic absenteeism for all students was at 38%. The rate for English Learners at 37%, Foster Youth at 37.5% and Low Income students at 40.3%. This is an improvement of over 13% from 2022-2023. However, VCUSD continues to lag in average daily attendance in comparison to the county and the state. VCUSD has 17.9 average days absent in comparison to Solano County at 13.6 average days absent and Statewide at 12.8 days absent. Understanding student and family priorities around coming to school everyday is essential to improving this number.</p> <p>Providing safe, supportive and engaging learning environments impacts how students feel about coming to school. Educational partner feedback stresses the importance of creating spaces and programs to enhance student learning and encourage students to attend school every day. Staff, student and parent/community feedback includes suggestions for making sure schools are welcoming and always ready for students to come, learn and expand their world.</p> <p>In the article "Accelerating Learning as We</p>	<p>To address the need to build spaces that encourage student engagement and participation, VCUSD has allocated funds to make to increase usefulness of learning environments, athletic areas, spaces used for extra-curricular activities, and other shared spaces used by low-income students on school grounds. These improvements will include repairs and upgrades to athletic fields and gymnasiums, enhancements to classrooms and shared spaces, and/or upgraded facilities designated for visual and performing arts.</p> <p>VCUSD has also allocated funds for services and staffing to ensure incidents of damage caused by outside community. Arizona State University Center for Problem-Oriented Policing states that repairing any damage quickly and improving the appearance of school groups is effective in reducing the risk of vandalism and break-ins. It is referred to as "occupation proxy" where a well kept environment gives the impression the school is under surveillance.</p> <p>VCUSD expects that this action will lead to not only increased attendance for VCUSD unduplicated students, but also improved outcomes on performance on CAASPP and graduation rates, that will increase significantly more than for all students. However, because we expect that all students will benefit, this action is being provided on a LEA-wide basis.</p>	<p>1.4, 2.2, 1.15</p> <p>VCUSD will seek feedback from families and students regarding the facilities upgrades. VCUSD will also track the change of student participation in activities utilizing these facility upgrades and utilize the participation list to monitor student progress on attendance and academics.</p>

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
	<p>Build Back Better" Linda Darling Hammond outlines the importance of "reinvention" following the pandemic to accelerate students' engagement and connection to school. This includes providing spaces for students to, "engage in outdoor play and exercise, expressive arts, and collaborative activities that support brain development and learning." Ensuring facilities are in good repair for safe participation are fundamental to providing engagement and enrichment activities (Darling-Hammond, 2021) .</p> <p>Facilities in good repair are the foundation for such enrichment opportunities. Safe, well-maintained spaces not only support academic learning but also promote physical and emotional well-being—essential components of student development.</p> <p>Research supports the direct link between school facility quality and student outcomes. A 2017 study on LAUSD schools found that moving students out of deteriorating buildings and into modernized facilities resulted in increased standardized test scores and improvements in broader indicators of educational quality (Lafortune & Schönholzer, 2017).</p> <p>Additionally, according to School Building Condition, Social Climate, Student Attendance, and Academic Achievement by Maxwell (2016), students in deteriorating schools are more likely to feel disengaged, report lower self-esteem, and demonstrate</p>	<p>See also: ASU Center for Problem-Oriented Policing. School Vandalism and Break-Ins. Guide No. 35 (2005). Retrieved May 5, 2025: https://popcenter.asu.edu/content/school-vandalism-break-ins-0</p>	

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
	<p>higher rates of disciplinary incidents.</p> <p>Furthermore, external factors outside of the students and schools' controls cause vandalism and damage to school property, it also has a negative impact on the emotional well-being of students and staff. Incidents tracked through the VCUSD Operations Department indicate that VCUSD has spent over \$5,000,000 to address issues of vandalism and theft to VCUSD schools. In 2024-2025, VCUSD had nine incidents of vandalism that resulted in monetary costs. Specifically, the copper theft at Solano Widenmann Leadership Academy (SWLA) at the beginning of 2025 resulted in loss of in-person instruction and disrupted SWLA students and families for almost two weeks.</p> <p>These findings underscore what our communities and staff already know: students thrive in environments that are safe, clean, and purposefully designed for learning. As VCUSD looks to the future, investing in facilities is not only a matter of infrastructure—it is a critical equity strategy that impacts how students feel, behave, and perform at school.</p> <p>Darling-Hammond, L. (2021) Accelerating Learning as We Build Back Better. Forbes. Retrieved May 4, 2025. https://www.forbes.com/sites/lindadarlinghammond/2021/04/05/accelerating-learning-as-we-build-back-better/</p> <p>Maxwell, L. E. (2016). School building</p>		

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
	<p>condition, social climate, student attendance and academic achievement: A mediation model. Journal of Environmental Psychology, 46, 206–216. Retrieved May 4, 2025. https://doi.org/10.1016/j.jenvp.2016.06.004</p> <p>Scope: LEA-wide</p>		
2.10	<p>Action: Enhanced Transportation Services</p> <p>Need: As mentioned in prior actions, per DataQuest, in 2023-2024, chronic absenteeism for all students was at 38%. The rate for English Learners at 37%, Foster Youth at 37.5% and Low Income students at 40.3%. Staff working closely with families of students with chronic attendance issues cited barriers with transportation as a reason for inconsistency in attendance.</p> <p>Educational partners highlighted a need for additional transportation support in order for students to attend extracurricular activities.</p> <p>The VCUSD Transportation plan provides transportation supports and steps to apply for services. Upon comparing the structures within the plan and the needs identified, VCUSD sees the need for additional support to students who are required to attend school outside of their home boundaries as an</p>	<p>Through this action, VCUSD will provide additional transportation services to students who have to attend school outside of their home boundary to ensure students are not tardy and parents do not have the extra burden of a longer school commute. VCUSD will also enhance transportation opportunities for students participating in extracurricular activities. With an increased focus on adding opportunities, an additional staff person to oversee transportation services will be provided. Services could include district transportation or external vendor contracts to meet the identified need.</p>	<p>2.2, 2.3</p> <p>VCUSD will monitor attendance for overflow students through the Student Analytics lab.</p>

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
	<p>overflow student as well as enhanced services to ensure our students are able to participate in extracurricular activities.</p> <p>Scope: LEA-wide</p>		
2.11	<p>Action: Professional Learning: Effective Learning Environments</p> <p>Need: Based on performance on the 2024 California Dashboard, VCUSD had one student group in the "red" level of the Suspension Rate indicator. The Suspension Rate indicator was also at the "red" level for two school sites. Seven additional schools had at least one student group in this lowest level for the Suspension Rate indicator. Varying by school site, VCUSD English learner, foster youth and low-income students are included as specific student groups who have not shown growth in this area.</p> <p>Educational partner input recommends that all VCUSD continue on-going training focused on building strong positive school and district climates, and implementing strategies outlined in the VCUSD SEL Priorities and VCUSD PBIS: Response to Behavior handbook.</p> <p>Scope:</p>	<p>VCUSD will increase days on the work calendar to provide full-day professional learning days for all VCUSD classified and certificated staff throughout the next school year. VCUSD will also provide on-going job-specific professional learning during minimum days, staff meetings, individual coaching sessions, and other scheduled times.</p> <p>VCUSD expects the intentional focus with consistent language and strategies around building positive school and district culture will decrease suspensions for our unduplicated students at a faster rate than for students overall. Given the action is provided district-wide, all student groups will benefit.</p>	<p>2.2, 2.7, 2.11, 2.12</p> <p>VCUSD will monitor progress throughout the year during monthly District Leadership Team meetings.</p>

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
	LEA-wide		
3.1	<p>Action: Multi-Tiered Systems of Support (MTSS) for Academics (LREBG Action)</p> <p>Need: As stated in Action 1.1, according to the 2024 CAASPP English Language Arts (ELA) assessment results, 22.74% of VCUSD low income students met or exceed standards in ELA while 39.18% of students who are not low income met or exceeded standards in ELA. 5.58% of English Learner students met or exceed standards in ELA while 27.6% of students who are English Only met or exceeded standards in ELA. 10.53% of our foster youth met or exceed standards in ELA in comparison to 25.33% of VCUSD students overall met or exceeded standards in ELA.</p> <p>For Mathematics, on the 2024 CAASPP Mathematics assessment, 15.94% of VCUSD low income students performed at or exceeded standards compared to 27.64% of students who are not low income. 6.83% of English Learner students met or exceeded standards in math, whereas English Only had 18.38% of students meeting or exceeding standards. Foster youth had no students meeting or exceeding standards while overall 17.89% of VCUSD students met or exceeded standards in math.</p>	<p>VCUSD has implemented the VCUSD MTSS Framework for Academics from the district level to the site. The Educational Services team, with facilitation from the Directors of Elementary and Secondary, work with each school site throughout the school year to review, refine and establish dedicated supports in response to the school site's student groups most in need. Supplemental diagnostic assessments have been utilized to best understand the areas for student growth. Funds for materials and resources will be provided to ensure all schools have options for content intervention with a focus on literacy across the content areas. School sites will utilize additional teaching periods, supplemental positions, retired teachers, and contract services to increase efficiency during the day and extending the school day for high-dosage tutoring, credit recovery options, and short term targeted skill work.</p> <p>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.</p>	1.4, 1.15

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
	<p>2023 California Dashboard in ELA, Mathematics, and/or Graduation Rate - VCUSD student groups, district and site specific as well as schools that performed in the lowest area of the 2023 Dashboard (identified in the "Reflections" section of this plan to monitor through 2027):</p> <p>2023 Student Groups across the district with the lowest performance "red" level - English Learners (ELA, Graduation Rate), Homeless (Math), Students with Disabilities (Graduation Rate)</p> <p>Update for 2024 on above student groups - These student groups have maintained their status according to the 2024 Dashboard.</p> <p>2023 Specific Sites with sites with lowest performance "red" level - Federal Terrace (ELA), Highland (Math), Lincoln (ELA, Math), Loma Vista (ELA) Mare Island (ELA, Math), Pennycook (ELA, Math), and Vallejo High (Graduation Rate)</p> <p>Update for 2024 on above specific sites - As a TK-2 school, Lincoln was not measured in ELA or Math. Mare Island saw progress in Math. Pennycook saw growth in ELA and Math. All other sites have maintained their status according to the 2024 Dashboard.</p> <p>2023 Student Groups within a school that received the lowest performance "red" level -</p>		

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
	<p>Federal Terrace: African American (ELA, Math), English Learner (ELA), Hispanic (ELA)</p> <p>Highland: English Learner (ELA, Math), Hispanic (ELA, Math) and Socioeconomically Disadvantaged (Math)</p> <p>Hogan: English Learner (ELA, Math), White (Math)</p> <p>Jesse Bethel: African American (Math), Students with Disabilities (Graduation Rate)</p> <p>Lincoln: Socioeconomically Disadvantaged (ELA, Math)</p> <p>Loma Vista: English Learner (ELA, Math), Hispanic (ELA, Math), Socioeconomically Disadvantaged (ELA)</p> <p>Mare Island: African American (ELA), English Learner (ELA, Math), Hispanic (ELA, Math), Socioeconomically Disadvantaged (ELA, Math), Students with Disabilities (Math)</p> <p>Patterson: English Learner (ELA, Math), Hispanic (ELA, Math)</p> <p>Pennycook: African American (ELA, Math), Hispanic (ELA), Socioeconomically Disadvantaged (ELA), Students with Disabilities (ELA)</p> <p>Steffan Manor: African American (Math), English Learner, Hispanic, and Socioeconomically Disadvantaged (ELA)</p> <p>Vallejo High: English Learner (Math, Graduation Rate), African American, Hispanic, and Socioeconomically Disadvantaged (Graduation Rate)</p> <p>Update for 2024 on above student groups within a school -</p>		

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
	<p>Patterson and Pennycook saw progress on both ELA and Math in all identified student groups.</p> <p>Highland English Learners and White student groups saw progress in Math.</p> <p>Jesse Bethel's African American student group saw progress in Math.</p> <p>Loma Vista's English Learner and Hispanic groups saw progress in both ELA and Math while their Socioeconomically Disadvantaged and Students with Disabilities student groups made progress in Math</p> <p>Mare Island's English Learner and Socioeconomically Disadvantaged groups saw progress in both ELA and Math while their African American student group made progress in ELA and their Hispanic group made progress Math.</p> <p>Vallejo High's English Learner student group saw progress in Math.</p> <p>All other sites have maintained their status according to the 2024 Dashboard.</p> <p>Educational partners have noted the need for additional tutoring, expanded learning options and additional support in the classroom.</p> <p>VCUSD has a need both at the district level and the site level to respond to students when they are not yet able to demonstrate mastery of grade level skills and standards in order to see improved outcomes at every grade level.</p> <p>Scope: LEA-wide</p>		

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
3.5	<p>Action: Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning</p> <p>Need: As indicated in Actions 2.1 and 2.2, on the 2024 California Dashboard, VCUSD saw a decline of 1.9% of the percentage of students who were suspended at least one day. VCUSD's Chronic Absenteeism declined 13.4%.</p> <p>VCUSD continues to monitor schools and student groups that had a "red" indicator from 2023. The comparison is as follows:</p> <p>In 2023, the district scored at the orange level for Suspension Rate. Nine of the eighteen VCUSD schools performed overall in red on this indicator. Of the 10 VCUSD student groups measured on the dashboard, seven had a red indicator. Amongst all school sites, the Suspension indicator was red for at least one student group in 14 of the 18 schools.</p> <p>In 2024, the overall VCUSD indicator for Suspension Rate improved to yellow. All nine of the schools that had a red indicator overall improved. All but one of seven groups in the red improved to yellow. All but one school site saw improvement in at least one of their student groups.</p> <p>VCUSD has nine schools where the Conditions and Climate indicator (Suspension Rate) on the 2023 California Dashboard were</p>	<p>This action addresses the implementation a school site's preventive, data-based framework for improving the academic, social, and behavior outcomes for all students as aligned to the VCUSD MTSS Framework.</p> <p>VCUSD utilizes the Academic Support Provider (ASP) role to coordinate meetings to provide support for students before they falter to prevent negative outcomes (academic, behavioral and/or socio-emotional) from occurring. This role works closely with site leadership, classroom teachers, and families to review and address referrals for discussion of concerns at a Student Study Team (SST) meeting. The SST meeting is the structure where educational partners work together to build a strength-based plan with specific, measurable, achievable, relevant, timebound goals and related action steps to assist the student in being more successful at school. In addition to the initial SST meetings, the ASP coordinates check-ins and follow ups with students in a case manager capacity. The ASP also works within and outside of the district to provide resources to the school that strengthen the site's bank of services to assist students and families.</p> <p>As noted by Dia Jackson in Leveraging MTSS to Ensure Equitable Outcomes, "MTSS is a prime opportunity for schools to intentionally create a system that eliminates barriers and produces positive outcomes (2021). Through this systematic, data-driven approach, VCUSD expects this action to have a greater impact on outcomes for low-income, foster youth and English learner students than overall students because plans will be</p>	2.7, 2.10

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
	<p>at the lowest level, "red": Dan Mini, Federal Terrace, Highland, Hogan, Jesse Bethel, John Finney, Lincoln, Mare Island, Pennycook, Solano Widenmann and Vallejo High.</p> <p>In 2024, all schools improved with Pennycook and John Finney moving to "green" and Dan Mini moving to "blue" on the Suspension Rate indicator.</p> <p>VCUSD has the following student groups within the LEA that received the lowest performance level: on the Suspension Rate indicator: African American, Foster Youth, Socioeconomically Disadvantaged, White, and Students with Disabilities. The White student group also performed at the lowest performance level in Chronic Absenteeism.</p> <p>In 2024, all student groups improved on the Suspension Rate indicator except for Foster Youth which remained "red." The White student group also improved to "yellow" on the 2024 Dashboard in Chronic Absenteeism.</p> <p>Student groups within the following schools had the lowest performance level in either Chronic Absenteeism or Suspension Rate on the 2023 California Dashboard: Cave- White (Chronic Absenteeism, Suspension Rate), Cooper-African American (Suspension), Dan Mini- African American and Socioeconomically Disadvantaged (Suspension), Glen Cove- English Learners and White (Chronic Absenteeism), Highland- African American and Socioeconomically Disadvantaged</p>	<p>individualized. While the services are directed to our unduplicated, they will be provided district-wide.</p> <p>Jackson, D. 2021.Leveraging MTSS to Ensure Equitable Outcomes. Center on Multi-tiered Systems of Support. https://mtss4success.org/sites/default/files/2021-07/MTSS_Equity_Brief.pdf</p>	

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
	<p>(Suspension), Hogan- Filipino and White (Chronic Absenteeism), African American, Socioeconomically Disadvantaged, White, Students with Disabilities (Suspension), and English Learner and Hispanic (Chronic Absenteeism and Suspension), Jesse Bethel- African American, English Learner, Hispanic, Socioeconomically Disadvantaged, John Finney- African American, Socioeconomically Disadvantaged (Suspension), Lincoln- African American, Socioeconomically Disadvantaged (Suspension), Loma Vista- Students with Disabilities (Suspension), Mare Island - English Learner, Hispanic, Socioeconomically Disadvantaged (Suspension), Students with Disabilities (Chronic Absenteeism and Suspension), Solano Widenmann- African American, Hispanic, Socioeconomically Disadvantaged (Suspension), Vallejo High- Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races (Suspension).</p> <p>In 2024, the following schools showed improvement in student groups that had “red” in Chronic Absenteeism and/or Suspension Rate on the 2023 California Dashboard: Cave- White (Chronic Absenteeism), Cooper- African American (Suspension); Dan Mini- African American and Socioeconomically Disadvantaged (Suspension); Glen Cove- English Learners and White (Chronic Absenteeism); Highland- African American and Socioeconomically Disadvantaged (Suspension); Hogan- FilipinoEnglish Learner, Hispanic and White (Chronic Absenteeism;,</p>		

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
	<p>Jesse Bethel- African American, English Learner, Hispanic; John Finney- African American, Socioeconomically Disadvantaged (Suspension); Lincoln- African American, Socioeconomically Disadvantaged (Suspension); Loma Vista- Students with Disabilities (Suspension); Mare Island - English Learner, Hispanic, Socioeconomically Disadvantaged (Suspension), Students with Disabilities (Chronic Absenteeism and Suspension); Solano Widenmann- African American, Hispanic, Socioeconomically Disadvantaged (Suspension); Vallejo High- Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races (Suspension).</p> <p>VCUSD schools had some student groups maintain and other move to the “red” indicator in 2024: Glen Cove and Highland - White Student group (Suspension), Hogan - African American, Long-Term English Learner, Socioeconomically Disadvantaged, White (Suspension) and Students with Disabilities (Chronic Absenteeism and Suspension); Jesse Bethel- Socioeconomically Disadvantaged (Suspension); Loma Vista (Suspension); Vallejo High (Homeless).</p> <p>While VCUSD demonstrated a decline in Chronic Absenteeism on the 2024 California Dashboard, DataQuest reporting from 2023-2024 shows that progress on daily attendance continues to lag behind the county and state average daily attendance. VCUSD had 17.9 days of absence in comparison to 13.6</p>		

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
	<p>(Solano County) and 12.8 (State). In looking more closely at these numbers, low-income had a higher number of absences (18.8) than overall students.</p> <p>Educational partners have identified the need for additional supports for students that are as individualized as possible to address the issues or barriers that are preventing students from being successful.</p> <p>Scope: LEA-wide</p>		
3.6	<p>Action: Targeted Supports for Behavior (LREBG Action)</p> <p>Need: Similar to the identified need in Action 3.5, VCUSD recognizes that sites with high levels of suspension overall or for specific student groups need to utilize their MTSS framework to consider what might interventions are currently showing progress and what interventions need to be changed or added.</p> <p>According to the 2023 California Dashboard, Socioeconomically disadvantaged and Students with Disabilities student groups both had the lowest performance level on the Suspension Rate indicator. VCUSD continues to develop strategies to address over identification for Special Education services.</p>	<p>The action is directed at supporting the needs of VCUSD unduplicated students who also have IEPs as well as students who are in need of additional interventions. The certificated administrator will work with District Student Services and District as well as site General Ed and Special Education teams to identify areas where a system of support is needed for students. The administrator will to ensure teachers and students have the tools to be successful in the classroom. Interventions will be provided to allow students to remain in class while addressing root causes for behavior that otherwise may lead a student to be referred for Special Education services. Supports include training and coaching for staff, mentors for students, and outside vendor services to improve school site and classroom response to student behavior.</p> <p>This action will be provided district-wide. However, VCUSD expects referrals and suspensions to decrease at a higher percentage for low-income</p>	<p>2.7</p> <p>VCUSD will seek input from families and students to understand the root causes for some of the issues that have caused discipline incidents to increase. Following the implementation of interventions, VCUSD will seek out feedback from families and students to see if they felt the intervention made a positive difference. VCUSD will also monitor the progress of action plans developed as part of the training, coaching and mentoring process.</p>

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
	<p>In 2024 both student groups improved significantly, but additional support is needed for all student groups to meet the green level.</p> <p>Scope: LEA-wide</p>	<p>and students with disabilities student groups with full implementation of this action than students overall.</p>	
3.7	<p>Action: Targeted Supports for Mental Health and Trauma Informed Care (LREBG Action)</p> <p>Need: Based on the 2023 Dashboard (see Action 2.1), VCUSD had nine schools where the Conditions and Climate indicator (Suspension Rate) was at the lowest level, "red": Dan Mini, Federal Terrace, Highland, Hogan, Jesse Bethel, John Finney, Lincoln, Mare Island, Pennycook, Solano Widenmann and Vallejo High. Improvements were made across schools overall, but some student groups continue to struggle as outlined in the Identified Need section of Action 3.5. Low income students are included as one of the target groups specifically and within other student groups.</p> <p>Educational partner feedback across all groups strongly recommend additional and enhanced supports to assist students in addressing problems could benefit the school climate and culture. Additional interventions to respond to higher tiered or trauma-related situations are needed in specific circumstances.</p>	<p>VCUSD will create a team of psychologists and/or social workers through staffed positions and contract services to provide schools with additional counseling support based on situations at school or that students are dealing with individually. Services will be prioritized based on urgency of circumstances. The team will develop a tiered system of support so emergencies can be address and at the same time, planned services will remain consistent for schools.</p> <p>VCUSD will direct these services to low-income, foster youth and English learner, but they will be available LEA wide. VCUSD anticipates with these resources, school sites will see fewer discipline referrals for unduplicated students as compared to their peers.</p>	<p>2.11, 2.12</p> <p>VCUSD will track emergency incidents and number of student contacts per each social worker/counselor and/or psychologist.</p>

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: LEA-wide		
3.8	<p>Action: Wraparound Supports for Chronically Absent Students</p> <p>Need: According to the 2024 California Dashboard, VCUSD has improved on the Chronic Absenteeism indicator with VCUSD moving from 49.2% chronic absenteeism in 2023 to 35.8% in 2024.</p> <p>VCUSD low-income students have an attendance rate of 89.82%. With a current overall attendance rate of 90.25% and chronic absenteeism at 31.6% (end of Quarter 3 2025), VCUSD has to develop a system to better understand why students are not attending school and develop actions to address these identified needs.</p> <p>Scope: LEA-wide</p>	<p>Under the direction of the Director of Student Services , a team of support staff at each site (CARE team) meet weekly to review students progress in academics, attendance and behavior. Students who have attendance issues will be monitored at the school site level and referred as necessary for a Student Study Team meeting (SST).</p> <p>Child Welfare Attendance (CWA) liaisons will have a caseload of students at each site who the CARE team has identified need additional support. The CWA liaisons will work directly with identified students and families to improve student attendance and connect families to other resources. The team will have targeted caseloads throughout the year depending on the data and the trends for that time of year. CWA liaisons meet weekly with the Director to analyze trends, collaborate on resources and determine alternate means for support.</p> <p>This action is directed to impact the chronic absentee rates for VCUSD low-income, foster youth and English Learners. The action is LEA-wide to support students across the district.</p>	<p>2.2, 2.3</p> <p>VCUSD will utilize measures during the school year including Liaison case management progress and periodic measurement of district attendance initiatives.</p>
3.9	Action: Positive Youth Justice Initiative	The VCUSD Positive Youth Justice Liaison is assigned to support crossover youth when they return to the comprehensive or continuation	1.4, 2.3, 2.7

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
	<p>Need: Crossover youth are a group of VCUSD students who are involved in both the child welfare and the justice systems. Often these students have a high level of need and require specialized case management.</p> <p>Scope: LEA-wide</p>	<p>schools. The Liaison is responsible for scheduling consistent check ins with students, provides academic planning and goal-setting, supports the student at conferences and connects the student to external community resources.</p> <p>This action is very focused on the needs of the specific group of students.</p>	<p>Implementation metrics include caseload for the school year, evidence of academic planning and improvement in student outcomes.</p>
3.10	<p>Action: Supports for Unhoused Students and Families</p> <p>Need: As a result of training for staff, VCUSD continues to improve in identifying students (and families) that qualify as McKinney Vento. As of end of Quarter 3, 2025, VCUSD has 645 McKinney Vento youth enrolled across VCUSD schools. Based on Data Quest for 2023-2024, average days absent for homeless youth is 22.7 which is almost 5 days greater than the overall average days absent. McKinney Vento students are also a specific student group that had a level of red on the 2023 California Dashboard in the area of Math. In 2024, ELA, College and Career as well as Graduation Rate indicators moved down to "red."</p> <p>To respond to this downward trend in dashboard indicators, VCUSD needs to enhance services for McKinney Vento students.</p>	<p>VCUSD has hired a certificated counselor to support identification of and resource connections to services and supports.</p> <p>The McKinney Vento Liaison has implemented required annual training for all site staff to better understand current laws, district procedures for identification of VCUSD McKinney Vento youth and the variety of needs as well as resources available to support those needs.</p> <p>The McKinney Vento Liaison developed and presented a process for site-based support of McKinney Vento youth to Academic Support Providers (ASPs). The ASPs are at all school sites to ensure students have basic needs connect with families to identify other means of assistance that VCUSD can provide.</p> <p>In 2025-2026 the McKinney Vento Liaison will continue to do empathy interviews, track McKinney Vento student progress and provide interventions in collaboration with school sites.</p> <p>This resource is a intervention service intended to support low-income, English learner and foster</p>	<p>1.4, 1.5, 2.2</p> <p>Other metrics include identification of students, case management logs as well as supports requested and provided.</p>

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: LEA-wide	youth students but it is provided LEA wide to maximize the action (and resources).	
3.11	Action: Expecting and Parenting Student Support Program Need: Students who become pregnant while in school often do not have access to resources that allow them to continue with their education throughout and beyond the pregnancy. Scope: LEA-wide	The Expecting and Parenting Student Support program provides staff who offer childcare during the school day as well as mentoring and parenting training and assistance. The program is open to all students but is housed on the John Finney Campus. This program is intended to support low income students who do not have the resources to go to school and take care of their child. It is open and available LEA-wide to maximize the resource.	1.15 VCUSD will monitor participating student progress on outcomes (academics, behavior and attendance)
3.12	Action: Dispute and Resolution Success Liaison Need: Given the continued focus on academic engagement, conditions and climate as identified by the 2024 California Dashboard, assisting parents with concerns related to not only behavioral but also attendance and academics student matters and building positive partnerships is essential to improving student outcomes. Scope: LEA-wide	To address parent concerns, connect parents with their child's school, and resolve situations at the lowest level possible, VCUSD will provide a designated staff person to collaborate with families and site staff to resolve issues in order to restore and/or rebuild collaborative relationships between families and schools. This action is directed at providing multiple levels of support for families of low-income, English learner and foster youth students. The action is LEA-wide to maximize the resources.	2.2, 4.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.1	<p>Action: Parent/Family Engagement and Education</p> <p>Need: According to the 2024-2025 LCAP survey 90.3% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education. While the majority of survey participants agree or strongly agree that they are provided ways to be involved in their child's education, only 7.8% of families participated in the LCAP survey.</p> <p>89% of sites provided activities beyond required activities</p> <p>33.3% SSC Meetings met quorum</p> <p>31.94% of target # of ELAC meetings occurred</p> <p>Scope: LEA-wide</p>	<p>VCUSD will provide staff to connect families with district resources (ex. ParentSquare, student enrollment, Aeries parent portal) and provide training on topics of high interest. Parent Liaisons will assist sites with family events and provide weekly Parent Support hours (virtual and in-person) where parents can ask questions and find resources.</p>	<p>4.2</p> <p>Implementation of site engagement activities and formative monitoring of Parent Partnership Liaison actions will inform this action.</p>
4.2	<p>Action: Non-English Speaking Parent/Guardian Support</p> <p>Need: 31.94% of target # of ELAC meetings occurred</p> <p>Interpretation was provided at 70 family events</p>	<p>VCUSD will provide staff at all sites to ensure that families have access to interpretation and translation as needed. Funds will provide for tools, staff and services that allow access to languages including but not limited to Spanish.</p> <p>This action supports our English Learners as well as low-income and foster youth. The action is LEA-wide to maximize the resource.</p>	<p>4.5</p> <p>Spanish speaking family participation at site/district engagement activities and formative monitoring of Parent Partnership Liaison actions will inform this action.</p>

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: LEA-wide		
4.3	<p>Action: Parent and Community Volunteer Support</p> <p>Need: 90.3% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education.</p> <p>89% of sites provided activities beyond required activities</p> <p>33.3% SSC meetings met quorum</p> <p>31.94% of target # of ELAC meetings occurred</p> <p>Scope: LEA-wide</p>	<p>This resources provides parents with a no-cost option for fingerprinting that is required for parents to volunteer in VCUSD classrooms or chaperone on VCUSD events.</p> <p>This action is LEA-wide to maximize access to our low income, foster youth and English learner families.</p>	<p>4.1, 4.3</p> <p>Other related measure for implementation monitoring will be the number of new and renewing volunteers at each school site impacted by finger printing service.</p>
4.4	<p>Action: Parent Education Opportunities</p> <p>Need: 90.25% was the Average Daily Attendance in Quarter 3 of the 2024-2025 school year.</p>	<p>VCUSD will continue its partnership with Parent Quality Investment in Education (PIQE) and enhance offerings provided by community partners. Topics include strategies to help students with their school work, ways to practice social emotional learning tools at home, understanding what is being taught in today's classrooms, resources to prepare students for college, and options for students after high school. In</p>	<p>2.2, 2.3, 2.4, 2.5</p>

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
	<p>31.6% of students were reported chronically absent in Quarter 3 of the 2024-2025 school year.</p> <p>0.3% of Middle School students and 21.1% of High School students dropped out of school in the 2022-2023 school year</p> <p>90.3% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education</p> <p>Scope: LEA-wide</p>	<p>partnership with the Vallejo Adult Education program, ESL classes will continue in 2024-25</p> <p>These classes are intended to support families of low income, foster youth and English Learners. They will be offered LEA wide.</p>	
4.5	<p>Action: VCUSD Parent Networks</p> <p>Need: From reporting Year 2023-2024, 17.20% of the Black or African American student group Met/Exceeded in CAASPP ELA , 9.01% of the Black or African American Student Group Met/Exceeded Standards CAASPP Math and 5.88% of the Black or African American Student Group Met/Exceeded Standards CAASPP Science.</p> <p>From the NWEA Spring 2024-2025 term assessment, 26.88% of the Black or African American student group was projected</p>	<p>Parent Networks will provide opportunities with parents to connect with other parents to learn more about ways to help their students and connect with resources and enrichment options designed to build students self-confidence.</p> <p>Each parent network will develop a program plan for 2025-2026 that includes parent engagement opportunities and activities that connect home and school communities.</p> <p>These activities are geared toward low income students and parents but are open to all.</p>	1.4, 1.6

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
	<p>"Proficient" in Reading and 16.87% of the Black or African American student group was projected "Proficient" in Math.</p> <p>Scope: LEA-wide</p>		
4.6	<p>Action: Parent and Community Communication Systems</p> <p>Need: 90.3% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education.</p> <p>89% of sites provided activities beyond required activities</p> <p>33.3% SSC meetings met quorum</p> <p>Scope: LEA-wide</p>	VCUSD provides enhanced messaging to families to keep them aware of all things going on across the district. This team supports the weekly district communications, the website for schools and the district, collects and shares examples and stories of all the amazing things students are doing across the district. This action provides parents with multiple references of information, and responds to parent and community requests for additional information to in order to strengthen the ties between families, the community and VCUSD.	4.1, 4.3
4.7	<p>Action: Community Schools</p> <p>Need:</p>	VCUSD will provide enhanced resources to address needs including but not limited to staff to coordinate community school programs that assess needs of the school community and connect resources to those schools. This action	2.2, 2.3

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
	<p>According to enrollment data from the Educational Services Team and the number of students who have registered, are required to be assessed with the Initial ELPAC but are not attending school, new VCUSD families need additional access to resources including health clinics to receive immunizations as well as other resources that prevent students from attending school right away and every day.</p> <p>Scope: LEA-wide</p>	also provides additional health clinic staff to expand opportunities for families to schedule appointments at the VCUSD Health Clinic and receive the immunizations for students needed to be enrolled in school. This resources is focused on improving options for low income, English learner and foster youth students to start school as soon as possible but is provided LEA-wide.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Services for Multilingual Learners (ML)</p> <p>Need: The 2024 California Dashboard indicates that 37.8% of VCUSD English Learners are making progress towards English proficiency. According to DataQuest, only 7.05% of VCUSD English Learners were proficient on the 2024 Summative ELPAC. Further analysis of the data indicates that students had the most difficulty with the Reading domain of the test with 3.87% scoring at the Well developed</p>	<p>To address the range of needs of the VCUSD Multilingual Learners, the district will implement several activities.</p> <p>VCUSD began to revise the VCUSD EL Master Plan in 2024-2025. A diverse group of educational partners collaborated to analyze current data, assess and evaluate the current programming, and revise the plan in alignment with the EL Roadmap. This plan will address needs of all ever-ELs including the newcomer students, the at-risk of becoming a LTEL students, students who have been EL over six year, students who are dually</p>	<p>3.1, 3.3</p> <p>In addition to identified above metrics, performance on annual state assessments, and district benchmark assessments (NWEA Map) in English Language Arts and mathematics, VCUSD will monitor progress through the VCUSD District and site</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>level. Writing was second most challenging domain with 6.44% of students scoring at the Well Developed area.</p> <p>According to the 2023 California Dashboard, the English Learner student group was the only VCUSD student group that declined in their English Language Arts progress, resulting in 100.6 points below standard. In 2024, the English Learner student group maintained at the red level. VCUSD also maintained the "very low" level for the "College and Career" and "Graduation Rate" indicators. VCUSD had eight schools who demonstrated "red" on the EL Progress indicator on the 2023 Dashboard. Three of the schools improved as of the 2024 Dashboard and three schools moved back to the red indicator.</p> <p>Furthermore, according to the California Department of Education Reporting Office, in 2024-2025 14.0% of VCUSD English Learners were Long Term English Learners (LTELs) with 9.9% considered At Risk in comparison to 14.6% LTELs in 2022-2023 and 9.7% considered At-Risk. This equates to 34 less students in 2024-25 that have been in the English Learner program for six or more years but is still higher than the state average.</p> <p>Educational partners have shared that VCUSD needs to provide more training for teachers to deliver instruction that supports English Learner students English language development and mastery of grade level content. Parents have indicated that they</p>	<p>identified (EL and students with an IEP), and reclassified students who are monitored for four years to ensure their progress continues.</p> <p>As outlined in Actions 1.4 and 1.7, VCUSD will focus district collaboration and professional learning around the needs of ML students to build an intentional cycle of improvement around key strategies, how they are included in the lesson and most importantly, reflected in the student learning. This work will be facilitated by District leadership including the EL Teacher Leaders. Supplemental materials including adaptive technology will be explored and purchased that can be used at school and at home.</p> <p>Resources to maintain and expand the use of Ellevation will provide a single source for educators to monitor student progress and develop a student portfolio of supports.</p> <p>With a focused effort and intentional implementation, VCUSD will see results for English Learners both in the language proficiency and content area assessments improving. This action is focused on improving outcomes for EL students at the schools listed below. Given the overall district-wide performance for EL students in ELA, the strategies, supplemental resources, professional learning, and coaching, this action is also provided district-wide.</p> <p>Specific Schools with EL Progress in "red" based on the 2023 Dashboard that continue to be monitored : Highland Elementary, Loma Vista Environmental Science Academy, Mare Island</p>	<p>learning walk tool. Results will be analyzed at both the district and site levels with action plans to target next steps at a minimum of a quarterly basis.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>would like programs, like software, to use at home and additional tutoring opportunities for their students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Health & Fitness, Pennycook Elementary, Wardlaw Elementary, and Vallejo High. Loma Vista, Mare Island and Vallejo High showed significant progress as indicated by the 2024 Dashboard.</p> <p>Specific Schools with EL students with one or more academic "red" indicators based on the 2023 Dashboard that continue to be monitored: Federal Terrace (ELA), Highland (ELA, Math, EL Progress), Hogan (ELA, Math), Loma Vista (ELA, Math, EL Progress), Jesse Bethel (College and Career), Mare Island (ELA, Math, EL Progress), Patterson (ELA, Math, EL Progress), Pennycook (EL Progress) and Steffan Manor (ELA), Wardlaw (ELA, EL Progress), Vallejo High (Math, EL Progress, College and Career, Grad Rate).</p> <p>2024 Dashboard Updates - According to the 2024 Dashboard, Highland English Learners have improved on the Math indicator. Hogan made progress on Chronic Absenteeism. Jesse Bethel improved on the Suspension indicator. Both Loma Vista and Mare Island improved in all areas of the Dashboard where ELs had a red indicator. Patterson made progress in both the ELA and Math areas of the Dashboard. Pennycook made significant progress in the EL Progress indicator. Finally, Vallejo High made progress on Math and EL Progress on the 2024 Dashboard.</p> <p>NWEA MAP Projected Scores show that 11.91% of VCUSD ML students who will be CAASPP testing met or exceeded standards as of mid-year 2025. This is an increase from 5.58% met or exceeded proficiency on the 2024 ELA CAASPP.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		While VCUSD is making progress, the District feels the activities above will continue to provide strategies for EL growth across VCUSD schools.	
3.2	<p>Action: Targeted Services for Multilingual Learners (ML)</p> <p>Need: The 2024 California Dashboard indicates that 37.8% of VCUSD English Learners are making progress towards English proficiency. According to DataQuest, only 7.05% of VCUSD English Learners were proficient on the 2024 Summative ELPAC. Further analysis of the data indicates that students had the most difficulty with the Reading domain of the test with 3.87% scoring at the Well developed level. Writing was second most challenging domain with 6.44% of students scoring at the Well Developed area.</p> <p>According to the 2023 California Dashboard, the English Learner student group was the only VCUSD student group that declined in their English Language Arts progress, resulting in 100.6 points below standard. In 2024, the English Learner student group maintained at the red level. VCUSD English Learners also maintained the "very low" level for the "College and Career" and "Graduation Rate" indicators. VCUSD had eight schools who demonstrated "red" on the EL Progress indicator on the 2023 Dashboard. Three of the schools improved as of the 2024 Dashboard</p>	<p>VCUSD recognizes the need to respond with urgency but also analyze some of the trends that are appearing within the EL student group in order to create resources that truly support EL student needs. In collaboration with the Director of Categorical Grants and the Categorical Team, the VCUSD EL Teacher Leaders work with leadership at each school site to analyze individual site data, surface areas of need and develop action steps including but not limited to additional classroom support, tutoring services, site-based professional learning, and additional resources targeted to student needs. Every school site has at least one Bilingual Tutor position to assist EL students in the classroom. Each Bilingual Tutor receives support from site and district staff in prioritizing time based on the needs of EL students at that school site. In the event staff cannot be hired, VCUSD will utilize contract services to provide additional classroom support.</p> <p>The actions are limited to English Learner students and apply to all school sites.</p>	<p>3.1, 3.3</p> <p>Metrics for implementation include the development of action plans for each identified group and progress on action steps during the 2025-2026 school year.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>and three schools maintained the red indicator.</p> <p>Using current data from the VCUSD student information systems, as of Quarter 3 in 2024-2025, VCUSD has 527 students in 2nd grade and up (compared to 343 in 2023-2024) that have been in US schools one year or less. 238 of these students are in our secondary schools with 105 (44%) of that group at Vallejo High School.</p> <p>Educational partners, particularly those who are parents of or are an EL student have recommended additional options for tutoring and more support in the classroom for newcomer students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.3	<p>Action: Targeted Services for Foster Youth</p> <p>Need: According to the 2024 CAASPP scores 10.53% of foster youth met or exceeded standards in ELA. This is a 3.9% improvement. No foster youth students met or exceed standards in Math. While the Foster Youth group made some progress toward standards in both ELA and Math, the student group did have a level of red on the Suspension indicator which is a continuation of results in 2023.</p>	<p>Based on the data and educational partner input, VCUSD has directed resources to support continued academic improvement including opportunities for accelerating learning such as tutoring. To address the need to decrease suspensions for foster your resources for students to receive additional counseling as well as opportunities for enrichment including field trips based on the foster youth students' interests will be provided. Programs will be facilitated under the Direction of the Student Support Services Director.</p> <p>These actions are limited to support foster youth.</p>	<p>1.4, 2.7</p> <p>Implementation metrics include the selection, access and participation of activities for foster youth. VCUSD will seek feedback in the fall and spring from foster families. VCUSD Student Support Services will provide on-going monitoring of student outcomes in addition to</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>VCUSD has done phone call outreach to families whose students are identified as Foster Youth in the VCUSD student information system. When asked to identified supports they would like foster students to have, tutoring in reading and writing, additional enrichment programs and school activities for students to join, and additional mental health supports were shared.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		district and site based monitoring.
3.4	<p>Action: Targeted Services for Long Term English Learners (LTEL)</p> <p>Need: According to local data source, Ellevation, 567 Long term English Learners (LTELs) are remaining in EL programming because they are unable to meet the basic skills or the English proficiency requirements to be reclassified.</p> <p>Within the LTEL group is a group of English learner students who also have IEPs (dually identified). Of the 405 English Learners who have IEPs, 140 are LTELs.</p> <p>Educational partners, including VCUSD's SELPA, have recommended more intentional case management, analysis, training and intervention supports.</p>	<p>VCUSD will provide additional targeted support from a teacher leader who will focus on the needs of long term English learner students at the secondary level. This teacher leader will coordinate with site leadership and classroom staff to implement strategies and supports within the content areas to ensure a high level of rigor in the domains of listening, speaking, reading, and writing.</p> <p>In 2024-2025, VCUSD district and site leadership analyzed LTEL student data to develop a plan to accelerate LTEL progress, focusing on gaps in literacy skills. Phonics skills were a prioritized area for 2024-2025. VCUSD will continue this work in 2025-2026 and expand services for LTEL students.</p> <p>Also in 2024-2025, the VCUSD EL district team worked with District Special Education administration to ensure dually identified students</p>	3.1

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	<p>have documented designated supports and accommodations. Staff and Special Education staff will continue this work in 21025-2026 to develop and implement an action plan to ensure that students who are EL and also have IEP will receive the services and additional support to become English proficient through the traditional or the alternative reclassification process.</p> <p>This action is focused on English learners.</p>	
3.13	Action: Foster Youth Parent Outreach and Engagement Need: As a companion action to Action 3.3, VCUSD prioritizes input from foster youth families to direct resources and interventions. VCUSD did not receive educational partner input through a survey or participation in the site-based or district educational partner engagement sessions. Consequently, VCUSD staff reached out to foster parents to gather input to determine LCAP actions that directly support foster youth students. Foster parents identified the following major trends: <ol style="list-style-type: none"> 1) Additional tutoring to support their student. 2) More school activities to keep student connected to school community beyond the academic programs. 3) Additional support for foster youth students with IEPs and enhanced communication to families to better understand the processes. 	<p>As mentioned above, VCUSD did not receive educational partner input through a survey or participation in the site-based or district educational partner engagement sessions. This action provides staffing to do the important outreach to foster youth families</p> <p>The Parent Liaison team and the Student Support Services team collaborate to provide on-going outreach to foster youth families. Engagement activities include resources fairs, additional communication about school site events, and phone call check ins (fall and spring). Information collected will be used to inform actions to assist eligible students.</p>	1.4, 2.2 VCUSD will also track the outreach to ensure foster youth families are given the opportunity to provide input throughout the school year.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	4) Continued mental health and wellness supports at the school sites Scope: Limited to Unduplicated Student Group(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.

Not Applicable.

Additional Concentration Grant Funding

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

All schools in Vallejo City Unified School District are above 55% unduplicated students. Consequently there are no comparison schools. The additional funding provides additional classroom teachers to support specialized programs and decrease combination classes at the elementary levels (Action 1.11) as well provide academic interventions for students, prioritizing early intervention at the K-2 levels (Action 3.1). VCUSD has also utilized this funding for additional classified staff to provide additional adult supervision (Action 2.4) and supports for students who are referred for additional Tier 2 interventions (Actions 3.1 and 3.5).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:27
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:21

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	94,760,698	34,750,087	36.671%	11.348%	48.019%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$45,507,138.50	\$3,454,980.00	\$0.00	\$2,701,924.20	\$51,664,042.70	\$40,234,173.20	\$11,429,869.50

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Common Core Aligned Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$1,544,830.00	\$1,544,830.00				\$1,544,830.00	
1	1.2	Structured Early Literacy Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools TK-2 grades	ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.3	Services for Multilingual Learners (ML)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$358,951.20	\$75,000.00	\$224,563.00			\$209,388.20	\$433,951.20	
1	1.4	TK-12 Visual and Performing Arts Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$231,315.00	\$100,123.00	\$331,438.00				\$331,438.00	
1	1.5	District Instructional Leadership (Differentiated Assistance Action)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$3,052,994.00	\$0.00	\$965,139.00			\$2,087,855.00	\$3,052,994.00	
1	1.6	Site Instructional Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,383,501.00	\$0.00	\$1,383,501.00				\$1,383,501.00	
1	1.7	Professional Learning for Teaching and Learning (Differentiated Assistance Action)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,340,359.00	\$1,261,113.00	\$3,557,525.00			\$43,947.00	\$3,601,472.00	
1	1.8	Student Outcome Data Analysis (Differentiated Assistance Action)	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	\$330,686.00	\$80,000.00	\$410,686.00				\$410,686.00	

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
			Low Income			Low Income										
1	1.9	Curriculum Enrichment Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$775,000.00	\$1,506,670.00	\$2,281,670.00				\$2,281,670.00	
1	1.10	21st Century Technology Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,032,105.00	\$900,000.00	\$2,932,105.00				\$2,932,105.00	
1	1.11	Staffing For Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$6,399,757.00	\$0.00	\$6,399,757.00				\$6,399,757.00	
1	1.12	Early Childhood Education Enhancement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Pre-Kindergarten	ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.13	Alternative Schools Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$621,698.00	\$60,000.00	\$681,698.00				\$681,698.00	
1	1.14	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$877,881.00	\$491,999.00	\$1,229,880.00			\$140,000.00	\$1,369,880.00	
1	1.15	College Preparatory Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$30,000.00	\$200,000.00	\$230,000.00				\$230,000.00	
1	1.16	Native American Student Support	All	No			All Schools	ongoing	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
1	1.17	Bridge Programs for Incoming Middle and High School Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 5th-9th grades	ongoing	\$883,562.00	\$50,000.00	\$933,562.00				\$933,562.00	
1	1.18	Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$417,148.00	\$5,000.00	\$293,574.00			\$128,574.00	\$422,148.00	
2	2.1	Positive School Culture and Climate	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$156,921.00	\$64,000.00	\$220,921.00				\$220,921.00	

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	2.2	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$60,000.00	\$60,000.00				\$60,000.00	
2	2.3	Student Wellness and Mental Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,287,675.00	\$15,000.00	\$2,302,675.00				\$2,302,675.00	
2	2.4	Student Supervision and Safety	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$3,000,000.00	\$143,896.00	\$3,143,896.00				\$3,143,896.00	
2	2.5	Attendance Awareness and Improvement Program	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$776,117.00	\$50,000.00	\$826,117.00				\$826,117.00	
2	2.6	Student Engagement and Recognition	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$871,451.00	\$264,260.00	\$1,135,711.00				\$1,135,711.00	
2	2.7	Staff Recruitment, Hiring and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$182,316.00	\$1,364,233.50	\$1,546,549.50				\$1,546,549.50	
2	2.8	Teacher Induction Program and Mentoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$462,267.00	\$16,000.00	\$478,267.00				\$478,267.00	
2	2.9	Facilities Improvements	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,011,863.00	\$200,000.00	\$1,211,863.00				\$1,211,863.00	
2	2.10	Enhanced Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$103,492.00	\$125,000.00	\$228,492.00				\$228,492.00	
2	2.11	Professional Learning: Effective Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$942,949.00	\$0.00	\$942,949.00				\$942,949.00	
3	3.1	Multi-Tiered Systems of Support (MTSS) for Academics (LREBG Action)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,879,166.00	\$0.00	\$2,579,166.00	\$300,000.00			\$2,879,166.00	

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
3	3.2	Targeted Services for Multilingual Learners (ML)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$835,161.00	\$0.00	\$835,161.00				\$835,161.00	
3	3.3	Targeted Services for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
3	3.4	Targeted Services for Long Term English Learners (LTEL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$0.00	\$60,000.00	\$60,000.00				\$60,000.00	
3	3.5	Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,027,869.00	\$0.00	\$2,027,869.00				\$2,027,869.00	
3	3.6	Targeted Supports for Behavior (LREBG Action)	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$0.00	\$450,000.00	\$300,000.00	\$150,000.00			\$450,000.00	
3	3.7	Targeted Supports for Mental Health and Trauma Informed Care (LREBG Action)	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$918,626.00	\$350,000.00	\$918,626.00	\$350,000.00			\$1,268,626.00	
3	3.8	Wraparound Supports for Chronically Absent Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$405,000.00	\$0.00	\$405,000.00				\$405,000.00	
3	3.9	Positive Youth Justice Initiative	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	\$155,969.00	\$0.00	\$155,969.00				\$155,969.00	
3	3.10	Supports for Unhoused Students and Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$194,501.00	\$0.00	\$144,501.00			\$50,000.00	\$194,501.00	
3	3.11	Expecting and Parenting Student Support Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School Students	ongoing	\$249,252.00	\$0.00	\$249,252.00				\$249,252.00	

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
3	3.12	Dispute and Resolution Success Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$207,988.00	\$0.00	\$207,988.00				\$207,988.00	
3	3.13	Foster Youth Parent Outreach and Engagement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.14	Targeted District Supports for School Climate and Student Engagement	Across District - African American, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, White	No			All Schools Specific Schools: Schoolwide or for Specific Student Groups- Cave, Dan Mini, Highland, Hogan, Jesse Bethel, John Finney, Lincoln, Loma Vista, Mare Island, Pennycook, Solano Widenmann, Vallejo High, Wardlaw	ongoing	\$10,000.00	\$0.00		\$10,000.00			\$10,000.00	
3	3.15	Targeted District Supports to Increase Graduation Rate and College and Career Preparedness	College and Career Preparedness- African American and Homeless. College and Career Preparedness and Graduation Rate - English Learners and Students with Disabilities.	No			Specific Schools: Jesse Bethel, John Finney, Vallejo High School	ongoing	\$10,000.00	\$0.00		\$10,000.00			\$10,000.00	

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
4	4.1	Parent/Family Engagement and Education	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$42,160.00	\$150,000.00	\$150,000.00			\$42,160.00	\$192,160.00	
4	4.2	Non-English Speaking Parent/Guardian Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$706,195.00	\$0.00	\$706,195.00				\$706,195.00	
4	4.3	Parent and Community Volunteer Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
4	4.4	Parent Education Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
4	4.5	VCUSD Parent Networks	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$0.00	\$80,000.00	\$80,000.00				\$80,000.00	
4	4.6	Parent and Community Communication Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$603,329.00	\$30,000.00	\$633,329.00				\$633,329.00	
4	4.7	Community Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$390,714.00	\$27,000.00	\$417,714.00				\$417,714.00	
5	5.1	High Dosage Tutoring (John Finney)	All Hispanic, and Socioeconomically Disadvantaged	No			Specific Schools: John Finney	ongoing	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
5	5.2	Enhancements to College and Career programming (John Finney)	All Hispanic, and Socioeconomically Disadvantaged	No			Specific Schools: John Finney High School	ongoing	\$0.00	\$40,000.00		\$40,000.00			\$40,000.00	
5	5.3	Content-Specific Professional Learning (John Finney)	All Hispanic, and Socioeconomically	No			Specific Schools: John	ongoing	\$5,000.00	\$30,000.00		\$35,000.00			\$35,000.00	

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
			Disadvantaged				Finney High School									
6	6.1	Targeted Support for Students (John Finney)	All African American and Socioeconomically Disadvantaged	No			Specific Schools: John Finney	ongoing	\$55,000.00	\$0.00		\$55,000.00			\$55,000.00	
6	6.2	Enhanced Student Engagement (John Finney)	All African American and Socioeconomically Disadvantaged	No			Specific Schools: John Finney	ongoing	\$0.00	\$14,384.00		\$14,384.00			\$14,384.00	
7	7.1	Content-Specific Professional Learning (Vallejo High)	All African American, English Learners, Hispanic, and Socioeconomically Disadvantaged	No			Specific Schools: Vallejo High	ongoing	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
7	7.2	Site Leadership Coaching (Vallejo High)	All African American, English Learners, Hispanic, and Socioeconomically Disadvantaged	No			Specific Schools: Vallejo High School	ongoing	\$10,000.00	\$130,000.00		\$140,000.00			\$140,000.00	
7	7.3	Staffing and Resources for Additional Programming (Vallejo High)	All African American, English Learners, Hispanic, and Socioeconomically Disadvantaged	No			Specific Schools: Vallejo High School	ongoing	\$0.00	\$100,000.00		\$100,000.00			\$100,000.00	
7	7.4	Opportunities for Skill Mastery (Vallejo High)	All African American, English Learners,	No			Specific Schools: Vallejo	ongoing	\$0.00	\$65,648.00		\$65,648.00			\$65,648.00	

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
			Hispanic, and Socioeconomically Disadvantaged				High School									
7	7.5	Enhanced Counseling Services (Vallejo High)	All African American, English Learners, Hispanic, and Socioeconomically Disadvantaged	No			Specific Schools: Vallejo High School	ongoing	\$0.00	\$150,000.00		\$150,000.00			\$150,000.00	
8	8.1	Additional Staffing for English Learner Support (Vallejo High)	English Learners	No			Specific Schools: Vallejo High School	ongoing	\$103,000.00	\$0.00		\$103,000.00			\$103,000.00	
8	8.2	Additional Classroom Support (Vallejo High)	English Learners	No			Specific Schools: Vallejo High School	ongoing	\$100,000.00	\$0.00		\$100,000.00			\$100,000.00	
8	8.3	Spanish-Speaking Clinician (Vallejo High)	English Learners	No			Vallejo High School	ongoing	\$0.00	\$225,000.00		\$225,000.00			\$225,000.00	
9	9.1	Targeted Supports for Students at Risk for Suspension (Vallejo High)	All Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Homeless, and students identifying with two or more races	No			Specific Schools: Vallejo High School	ongoing	\$106,000.00	\$0.00		\$106,000.00			\$106,000.00	
9	9.2	Counseling Supports (Vallejo High)	All Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Homeless, and students identifying	No			Specific Schools: Vallejo High School	ongoing	\$0.00	\$200,000.00		\$200,000.00			\$200,000.00	

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
			with two or more races													
9	9.3	Enhanced Student Engagement (Vallejo High)	All Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Homeless, and students identifying with two or more races	No			Specific Schools: Vallejo High School	ongoing	\$0.00	\$60,000.00		\$60,000.00			\$60,000.00	
10	10.1	Content Intervention Teacher (Lincoln)	All	No			Specific Schools: Lincoln	ongoing	\$51,273.00	\$0.00		\$51,273.00			\$51,273.00	
10	10.2	Staffing to Ensure Academic Engagement (Lincoln)	All	No			Specific Schools: Lincoln	ongoing	\$52,962.00	\$0.00		\$52,962.00			\$52,962.00	
11	11.1	Content Intervention Teacher (Pennycook)	All English Learners, Hispanic, and Socioeconomically Disadvantaged students	No			Specific Schools: Pennycook	ongoing	\$0.00	\$160,000.00		\$160,000.00			\$160,000.00	
11	11.2	Enhanced Professional Learning (Pennycook)	All English Learners, Hispanic, and Socioeconomically Disadvantaged students	No			Specific Schools: Pennycook	ongoing	\$70,000.00	\$0.00		\$70,000.00			\$70,000.00	
11	11.3	Leader In Me Program (Pennycook)	All English Learners, Hispanic, and Socioeconomically Disadvantaged students	No			Specific Schools: Pennycook	ongoing	\$80,000.00	\$0.00		\$80,000.00			\$80,000.00	

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
11	11.4	Staff to Ensure Academic Engagement (Pennycook)	All English Learners, Hispanic, and Socioeconomically Disadvantaged students	No			Specific Schools: Pennycook	ongoing	\$0.00	\$70,000.00		\$70,000.00			\$70,000.00	
11	11.5	Enhance Student Engagement (Pennycook)	All English Learners, Hispanic, and Socioeconomically Disadvantaged students	No			Specific Schools: Pennycook	ongoing	\$0.00	\$77,318.00		\$77,318.00			\$77,318.00	
12	12.1	Content Intervention Support (Highland)	All African American, English Learners, Hispanic, and Socioeconomically Disadvantaged students	No			Specific Schools: Highland	ongoing	\$70,000.00	\$0.00		\$70,000.00			\$70,000.00	
12	12.2	Enhanced Professional Learning (Highland)	All African American, English Learners, Hispanic, and Socioeconomically Disadvantaged students	No			Specific Schools: Highland	ongoing	\$0.00	\$70,000.00		\$70,000.00			\$70,000.00	
12	12.3	Early Literacy Classroom Supports (Highland)	All African American, English Learners, Hispanic, and Socioeconomically Disadvantaged students	No			Specific Schools: Highland	ongoing	\$65,000.00	\$0.00		\$65,000.00			\$65,000.00	
12	12.4	English Learner Supports (Highland)	All African American, English Learners, Hispanic, and Socioeconomically Disadvantaged	No			Specific Schools: Highland	ongoing	\$60,000.00	\$0.00		\$60,000.00			\$60,000.00	

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
			students													
12	12.5	Staff to Ensure Academic Engagement (Highland)	All African American, English Learners, Hispanic, and Socioeconomically Disadvantaged students	No			Specific Schools: Highland	ongoing	\$240,000.00	\$0.00		\$240,000.00			\$240,000.00	
13	13.1	Counseling Support (Highland)	All African American and White student groups	No			Specific Schools: Highland	ongoing	\$0.00	\$74,395.00		\$74,395.00			\$74,395.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
94,760,698	34,750,087	36.671%	11.348%	48.019%	\$45,503,138.50	0.000%	48.019 %	Total:	\$45,503,138.50
								LEA-wide Total:	\$44,333,414.50
								Limited Total:	\$1,169,724.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Common Core Aligned Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,544,830.00	
1	1.2	Structured Early Literacy Program	Yes	LEA-wide	English Learners Low Income	All Schools TK-2 grades	\$10,000.00	
1	1.3	Services for Multilingual Learners (ML)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$224,563.00	
1	1.4	TK-12 Visual and Performing Arts Programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$331,438.00	
1	1.5	District Instructional Leadership (Differentiated Assistance Action)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$965,139.00	
1	1.6	Site Instructional Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,383,501.00	
1	1.7	Professional Learning for Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,557,525.00	

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 (%)
		(Differentiated Assistance Action)						
1	1.8	Student Outcome Data Analysis (Differentiated Assistance Action)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$410,686.00	
1	1.9	Curriculum Enrichment Programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$2,281,670.00	
1	1.10	21st Century Technology Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,932,105.00	
1	1.11	Staffing For Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,399,757.00	
1	1.12	Early Childhood Education Enhancement	Yes	LEA-wide	English Learners Low Income	All Schools Pre-Kindergarten	\$20,000.00	
1	1.13	Alternative Schools Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$681,698.00	
1	1.14	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,229,880.00	
1	1.15	College Preparatory Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,000.00	
1	1.17	Bridge Programs for Incoming Middle and High School Students	Yes	LEA-wide	English Learners Low Income	All Schools 5th-9th grades	\$933,562.00	
1	1.18	Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$293,574.00	
2	2.1	Positive School Culture and Climate	Yes	LEA-wide	Low Income	All Schools	\$220,921.00	
2	2.2	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	

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 Wellness and Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,302,675.00	
2	2.4	Student Supervision and Safety	Yes	LEA-wide	Low Income	All Schools	\$3,143,896.00	
2	2.5	Attendance Awareness and Improvement Program	Yes	LEA-wide	Low Income	All Schools	\$826,117.00	
2	2.6	Student Engagement and Recognition	Yes	LEA-wide	Low Income	All Schools	\$1,135,711.00	
2	2.7	Staff Recruitment, Hiring and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,546,549.50	
2	2.8	Teacher Induction Program and Mentoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$478,267.00	
2	2.9	Facilities Improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,211,863.00	
2	2.10	Enhanced Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$228,492.00	
2	2.11	Professional Learning: Effective Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$942,949.00	
3	3.1	Multi-Tiered Systems of Support (MTSS) for Academics (LREBG Action)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,579,166.00	
3	3.2	Targeted Services for Multilingual Learners (ML)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$835,161.00	
3	3.3	Targeted Services for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$40,000.00	

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 (%)
3	3.4	Targeted Services for Long Term English Learners (LTEL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$60,000.00	
3	3.5	Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,027,869.00	
3	3.6	Targeted Supports for Behavior (LREBG Action)	Yes	LEA-wide	Low Income	All Schools	\$300,000.00	
3	3.7	Targeted Supports for Mental Health and Trauma Informed Care (LREBG Action)	Yes	LEA-wide	Low Income	All Schools	\$918,626.00	
3	3.8	Wraparound Supports for Chronically Absent Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$405,000.00	
3	3.9	Positive Youth Justice Initiative	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$155,969.00	
3	3.10	Supports for Unhoused Students and Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$144,501.00	
3	3.11	Expecting and Parenting Student Support Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School Students	\$249,252.00	
3	3.12	Dispute and Resolution Success Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$207,988.00	
3	3.13	Foster Youth Parent Outreach and Engagement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,000.00	
4	4.1	Parent/Family Engagement and Education	Yes	LEA-wide	Low Income	All Schools	\$150,000.00	
4	4.2	Non-English Speaking Parent/Guardian Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$706,195.00	
4	4.3	Parent and Community Volunteer Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	

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 (%)
4	4.4	Parent Education Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
4	4.5	VCUSD Parent Networks	Yes	LEA-wide	Low Income	All Schools	\$80,000.00	
4	4.6	Parent and Community Communication Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$633,329.00	
4	4.7	Community Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$417,714.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$63,218,565.00	\$50,054,344.39

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Common Core Aligned Curriculum and Instruction	Yes	\$5,065,000.00	4,218,001.20
1	1.2	Structured Early Literacy Program	Yes	\$50,000.00	52,970.00
1	1.3	Services for Multilingual Learners (ML)	Yes	\$505,000.00	300,775.37
1	1.4	TK-12 Visual and Performing Arts Programs	Yes	\$400,000.00	123,362.89
1	1.5	District Instructional Leadership	Yes	\$3,250,000.00	3,183,799.11
1	1.6	Site Instructional Leadership	Yes	\$1,443,000.00	1,319,478.46
1	1.7	Professional Learning for Teaching and Learning	Yes	\$5,611,362.00	3,654,930.47
1	1.8	Student Outcome Data Analysis	Yes	\$496,000.00	347,150.47
1	1.9	Curriculum Enrichment Programs	Yes	\$2,656,071.00	1,706,675.50
1	1.10	21st Century Technology Environments	Yes	\$3,977,510.00	3,433,684.97
1	1.11	Staffing For Choice Schools, Secondary Electives, Specialized	Yes	\$6,720,000.00	4,389,772.83

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Programs, and Reduction of Combination Classes			
1	1.12	Early Childhood Education Enhancement	Yes	\$80,000.00	20,380.21
1	1.13	Alternative Schools Support	Yes	\$1,225,000.00	998,387.04
1	1.14	College and Career Readiness	Yes	\$1,553,000.00	914,746.87
1	1.15	College Preparatory Program	Yes	\$890,000.00	550,888.00
1	1.16	Native American Student Support	No	\$4,000.00	0
1	1.17	Bridge Programs for Incoming Middle and High School Students	Yes	\$50,000.00	0
1	1.18	Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions	Yes	\$270,000.00	282,888.40
2	2.1	Positive School Culture and Climate	Yes	\$365,000.00	370,443.58
2	2.2	Social Emotional Learning	Yes	\$200,000.00	122,890.40
2	2.3	Student Wellness and Mental Health	Yes	\$2,549,385.00	2,189,189.78
2	2.4	Student Supervision and Safety	Yes	\$3,888,250.00	3,559,535.80
2	2.5	Attendance Awareness and Improvement Program	Yes	\$648,000.00	577,040.35

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Student Engagement and Recognition	Yes	\$1,813,400.00	1,330,846.24
2	2.7	Staff Recruitment, Hiring and Retention	Yes	\$938,774.00	994,537.18
2	2.8	Teacher Induction Program and Mentoring	Yes	\$530,000.00	568,510.65
2	2.9	Facilities Improvements	Yes	\$1,500,000.00	786,436.66
2	2.10	Enhanced Transportation Services	Yes	\$593,000.00	628,224.20
2	2.11	Professional Learning: Effective Learning Environments	Yes	\$912,000.00	1,141,526.13
3	3.1	Multi-Tiered Systems of Support (MTSS) for Academics	Yes	\$2,556,082.00	1,753,873.78
3	3.2	Targeted Services for Multilingual Learners (ML)	Yes	\$1,449,000.00	1,207,716.00
3	3.3	Targeted Services for Foster Youth	Yes	\$80,000.00	13,163.05
3	3.4	Targeted Services for Long Term English Learners (LTEL)	Yes	\$120,000.00	42,376.00
3	3.5	Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning	Yes	\$3,157,523.00	2,299,073.73
3	3.6	Targeted Supports for Behavior	Yes	\$805,668.00	853,524.68

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	3.7	Targeted Supports for Mental Health and Trauma Informed Care	Yes	\$736,443.00	780,187.71
3	3.8	Wraparound Supports for Chronically Absent Students	No	\$1,080,000.00	1,080,000.00
3	3.9	Positive Youth Justice Initiative	Yes	\$158,000.00	165,809.87
3	3.10	Supports for Unhoused Students and Families	Yes	\$140,000.00	141,652.37
3	3.11	Expecting and Parenting Student Support Program	Yes	\$253,000.00	263,104.11
3	3.12	Dispute and Resolution Success Liaison	Yes	\$253,000.00	221,120.09
3	3.13	Foster Youth Parent Outreach and Engagement	Yes	\$20,000.00	10,594.00
3	3.14	Targeted District Supports for School Climate and Student Engagement	No	\$10,000.00	10,000.00
3	3.15	Targeted District Supports to Increase Graduation Rate and College and Career Preparedness	No	\$10,000.00	10,000.00
4	4.1	Parent/Family Engagement and Education	Yes	\$596,667.00	619,435.42

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Non-English Speaking Parent/Guardian Support	Yes	\$740,000.00	516,961.75
4	4.3	Parent and Community Volunteer Support	Yes	\$25,000.00	10,594.00
4	4.4	Parent Education Opportunities	Yes	\$80,000.00	15,891.00
4	4.5	African American Parent Network (AAPN)	Yes	\$50,000.00	52,970.00
4	4.6	Parent and Community Communication Systems	Yes	\$565,098.00	582,336.29
4	4.7	Full Service Community Schools	Yes	\$272,000.00	226,875.81
5	5.1	Additional Certificated Staff to provide content intervention (John Finney)	No	\$112,000.00	124,155.40
5	5.2	Enhancements to College and Career programming (John Finney)	No	\$15,000.00	12,266.72
6	6.1	Targeted Support for Students (John Finney)	No	\$70,000.00	54242.39

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)
6	6.2	Enhanced Student Engagement (John Finney)	No	\$18,785.00	12,000.00
7	7.1	Content-Specific Professional Learning (Vallejo High)	No	\$150,000.00	30,000.00
7	7.2	Site Leadership Coaching (Vallejo High)	No	\$200,000.00	30,200.00
7	7.3	Staffing for Additional Programming (Vallejo High)	No	\$112,000.00	116,208.21
7	7.4	High Dosage Tutoring (Vallejo High)	No	\$100,000.00	82,500.00
8	8.1	Additional Certificated Staffing for English Learner Support (Vallejo High)	No	\$112,000.00	105,118.91
8	8.2	Additional Classroom Support (Vallejo High)	No	\$275,000.00	102,837.50
8	8.3	High Dosage Tutoring (Vallejo High)	No	\$67,547.00	21,025.84
8	8.4	Spanish-Speaking Clinician (Vallejo High)	No	\$240,000.00	219,351.00

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)
9	9.1	Targeted Supports for Students at Risk for Suspension (Vallejo High)	No	\$150,000.00	111,850.65
9	9.2	Counseling Supports (Vallejo High)	No	\$140,000.00	140,000.00
9	9.3	Enhanced Student Engagement (Vallejo High)	No	\$65,000.00	223,255.35
10	10.1	Culinary Space (Vallejo Adult Transition)	No	\$40,000.00	25,000.00
10	10.2	Community Based Instruction (Vallejo Adult Transition)	No	\$10,000.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
35,671,144	\$56,071,275.00	\$44,935,238.33	\$11,136,036.67	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Common Core Aligned Curriculum and Instruction	Yes	\$5,065,000.00	4,218,001.20		
1	1.2	Structured Early Literacy Program	Yes	\$50,000.00	52,970.00		
1	1.3	Services for Multilingual Learners (ML)	Yes	\$255,000.00	154,725.37		
1	1.4	TK-12 Visual and Performing Arts Programs	Yes	\$400,000.00	123,362.89		
1	1.5	District Instructional Leadership	Yes	\$1,050,000.00	1,087,064.11		
1	1.6	Site Instructional Leadership	Yes	\$1,443,000.00	1,319,478.46		
1	1.7	Professional Learning for Teaching and Learning	Yes	\$5,611,362.00	3,654,930.47		
1	1.8	Student Outcome Data Analysis	Yes	\$496,000.00	347,150.47		
1	1.9	Curriculum Enrichment Programs	Yes	\$2,656,071.00	1,706,675.50		
1	1.10	21st Century Technology Environments	Yes	\$3,977,510.00	3,433,684.97		
1	1.11	Staffing For Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes	Yes	\$6,720,000.00	4,389,772.83		

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	1.12	Early Childhood Education Enhancement	Yes	\$80,000.00	20,380.21		
1	1.13	Alternative Schools Support	Yes	\$1,225,000.00	998,387.04		
1	1.14	College and Career Readiness	Yes	\$1,413,000.00	814,746.87		
1	1.15	College Preparatory Program	Yes	\$890,000.00	550,888.00		
1	1.17	Bridge Programs for Incoming Middle and High School Students	Yes	\$50,000.00	0		
1	1.18	Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions	Yes	\$270,000.00	282,888.40		
2	2.1	Positive School Culture and Climate	Yes	\$365,000.00	370,443.58		
2	2.2	Social Emotional Learning	Yes	\$200,000.00	122,890.40		
2	2.3	Student Wellness and Mental Health	Yes	\$2,188,427.00	1,922,880.69		
2	2.4	Student Supervision and Safety	Yes	\$3,888,250.00	3,559,535.80		
2	2.5	Attendance Awareness and Improvement Program	Yes	\$648,000.00	577,040.35		
2	2.6	Student Engagement and Recognition	Yes	\$1,813,400.00	1,330,846.24		
2	2.7	Staff Recruitment, Hiring and Retention	Yes	\$938,774.00	994,537.18		
2	2.8	Teacher Induction Program and Mentoring	Yes	\$530,000.00	568,510.65		
2	2.9	Facilities Improvements	Yes	\$1,500,000.00	786,436.66		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.10	Enhanced Transportation Services	Yes	\$593,000.00	628,224.20		
2	2.11	Professional Learning: Effective Learning Environments	Yes	\$912,000.00	1,141,526.13		
3	3.1	Multi-Tiered Systems of Support (MTSS) for Academics	Yes	\$2,001,082.00	1,753,873.78		
3	3.2	Targeted Services for Multilingual Learners (ML)	Yes	\$1,449,000.00	1,207,716.00		
3	3.3	Targeted Services for Foster Youth	Yes	\$80,000.00	13,163.05		
3	3.4	Targeted Services for Long Term English Learners (LTEL)	Yes	\$60,000.00	42,376.00		
3	3.5	Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning	Yes	\$2,557,523.00	2,299,073.73		
3	3.6	Targeted Supports for Behavior	Yes	\$805,668.00	853,524.68		
3	3.7	Targeted Supports for Mental Health and Trauma Informed Care	Yes	\$736,443.00	780,187.71		
3	3.9	Positive Youth Justice Initiative	Yes	\$158,000.00	165,809.87		
3	3.10	Supports for Unhoused Students and Families	Yes	\$140,000.00	141,652.37		
3	3.11	Expecting and Parenting Student Support Program	Yes	\$253,000.00	263,104.11		
3	3.12	Dispute and Resolution Success Liaison	Yes	\$253,000.00	221,120.09		
3	3.13	Foster Youth Parent Outreach and Engagement	Yes	\$20,000.00	10,594.00		
4	4.1	Parent/Family Engagement and Education	Yes	\$596,667.00	619,435.42		
4	4.2	Non-English Speaking Parent/Guardian Support	Yes	\$740,000.00	516,961.75		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	Parent and Community Volunteer Support	Yes	\$25,000.00	10,594.00		
4	4.4	Parent Education Opportunities	Yes	\$80,000.00	15,891.00		
4	4.5	African American Parent Network (AAPN)	Yes	\$50,000.00	52,970.00		
4	4.6	Parent and Community Communication Systems	Yes	\$565,098.00	582,336.29		
4	4.7	Full Service Community Schools	Yes	\$272,000.00	226,875.81		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
96,993,124	35,671,144	20.899	57.676%	\$44,935,238.33	0.000%	46.328%	\$11,006,498.65	11.348%

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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• 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:

- 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).

California Department of Education
November 2024