

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

San Jose Charter Academy

Contact Name and Title

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# 2017-20 Plan Summary

## THE STORY

Briefly describe the students and community and how the LEA serves them.

San Jose Charter Academy (SJCA) has a Transition Kindergarten (TK) through 8th grade enrollment of 1230 students. Our student population is predominantly Hispanic, but includes a variety of other ethnicities. Established as a charter school in 1998, SJCA has worked intentionally and purposefully in providing students with an education that prepares them for high school and beyond. Our vision speaks to our efforts in recognizing that our students need an education that includes not only superior academic curriculum and instruction, but access to technology and its integration. In addition, our school provides programs and resources addressing our students' socio-emotional needs...crucial for educating the whole child.

As you enter our school, you are greeted by students who smile readily, with enthusiastic and energetic teachers vigorously engaged in current best practices designed to reach all learners. As you walk through our campus, you are delighted to find brightly lit classrooms filled with student work. Student engagement in their learning is a non-negotiable. Our staff receives a variety of professional development opportunities geared towards strategies on how to keep students effectively engaged.

Unique in school design and organizational structure, our school offers students and parents a unique educational opportunity. To better meet the needs of our students, our school is divided into smaller academies – Primary (K-2), Elementary (3-5), and Junior Academy (6-8). Within this structure "Houses" of teachers and students are grouped, which creates the feeling of smaller school communities. These Houses of teachers are supported by a number of teacher leaders throughout the school. (Lead teachers, grade level coordinators, and curriculum coordinators.)

Students attending SJCA attend 7.5 hours of school daily, 7:45a.m. - 3:15p.m., 185 school days per year. TK and kindergarten students attend 6.5 hours of school daily. Students have access to a rigorous standards-based curriculum that is far more than just traditional academics. In the two major core areas of reading and math, instruction is delivered using standards-based, aligned curriculum selected after careful research and evaluation. Students also participate in a comprehensive and articulated hands-on science program, as well as a literature and project-based social science program. Writing is not a stand alone subject. It is woven throughout every subject area in the school. In addition to the above core curricular areas, students receive extensive instruction in music, art, and physical fitness. A "0 period" Spanish class incorporating the Rosetta Stone on-line program is available to 7th and 8th-grade students. Our Character and Ethics program is built on the foundation of our eight core values: Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility, and Integrity. We are on our first year of "The Leader In Me" implementation.

Interwoven throughout curriculum and instruction is our school's technology component. Every teacher and paraprofessional are provided with his/her own laptop, as well as all 6th, 7th, and 8th-grade students. In addition, all 3rd, 4th, and 5th-grade classroom have 1:1 iPad access. Our school houses an 80 seat iPad computer lab, and a 34 station PC lab. One unique aspect involving technology is our Customized Learning block, which is a 50-minute daily period built into the schedule for the purpose of providing students with the opportunity to improve and/or extend their learning.

SJCA has been selected as a 2009 and 2016 National Blue Ribbon School and a California Distinguished School for 2004, 2008, and 2012. In addition, we have been awarded the Title 1 Achieving school award numerous times. While we are truly honored by these recognitions, SJCA continues to have a growth mindset of a school in continuous improvement.

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## LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP consists of 5 key features: Technological Proficiency, Focus on Top Talent, Moving Students Toward Proficiency, Parent Participation and Training, and School Culture.

Technological proficiency of teacher and students includes access to computers. All 6th - 8th grade students are provided their own laptop, as well as a term of computer science. A full-time technology integration specialist has been hired to assist teachers and students. Teachers will have on-going technology professional development throughout the year. Underlining these efforts is a general need to address our technology infrastructure.

Recruiting and retaining top talent is an important focus of the school. Providing teachers with professional development opportunities to strengthen their instructional abilities and knowledge of the California standards is essential. Our students attend school for 7.5 hours per day. Along with culture, competitive compensation plays an important role in the retention of top talent.

Moving students toward proficiency in the California state standards continues to be an important focus. As a school, we place students at the top of our list of priorities. We understand that actions applied to this goal should be research based to ensure optimal results. First and foremost we believe that classroom instruction plays the greatest role in proficiency. Professional development and teacher collaborative time are essential. To gauge on-going success, a monthly benchmarking system is being created that will track student proficiency and inform instruction. Various intervention software programs are provided to students, as well as a research-based (Read 180 and System 44) intervention reading program to 3rd-8th grade at-risk students. Personnel put in place to address these needs include a Read 180 teacher, as well as a Literacy/Data Coordinator. A GLAD coordinator stipend is paid to enhance instruction for our EL population. An additional Math teacher at the secondary level has allowed us to lower class size for the at risk Math students.

Increasing parents participation through effective communication, workshops opportunities, and activities is an important element at our school. A yearly survey is provided to all parents seeking input in various areas. This year's survey will drive the specific workshops/trainings to be provided to parents. The school will continue to provide all willing parents of EL students access to the Rosetta Stone software, as well as the LEXIA software program for basic reading skills. Literature will continue to be provided to our EL and SED families in as many languages as possible. LEXIA software program for basic reading skills. Literature will continue to be provided to our EL and SED families in as many languages as possible.

Maintaining a culture that supports the social-emotional needs of our students is a foundation priority. Laying this groundwork is essential for all the pieces to fall into place. Ensuring that our students are in school and remain in their classrooms is key to the success of effective instruction and attainment of knowledge. Strengthening our students' learning efficacy and leadership potential is the goal of our 2nd-year implementation of "The Leader in Me" program. Giving our at-risk students a voice is addressed through the Teen Truth - Rising Up program.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Examples of great progress include the following:

### ELA

Hispanic students were rated at the Very High level and maintained their progress.

White students were rated at the Very High level and showed an increase of 8.1 points.

EL Reclassified students were rated at the Very High level and maintained their progress.

### Math

"All Students" was rated at the Very High level and showed an increase of 8.5 points.

English Learners were rated at the High level and showed an increase of 7.9 points.

SED students were rated at the High level and showed an increase of 5.5 points.

## GREATEST PROGRESS

Asian and White students were rated at the Very High level and showed an increase of 13.4 and 3.5 points respectively.

Hispanic students were rated at the High level and showed an increase of 8.4 points.

### Suspension rates

Overall rated at the Very High Level

There were a number of factors contributing to the success identified in this section. Our EL students have access to a school program that offers a wide variety of strategies associated with the effective instruction of EL students. GLAD strategies have been shared with all teachers.

Additional personnel for Math, ELA and technology have also contributed to the success of many of our students.

Professional development continues to be a cornerstone of our program. Teachers receive extensive PD throughout the year.

Student and staff access to technology have greatly impacted integration.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

While students in the ALL, EL, and SED categories showed declines, they continued to perform at the High and Very High levels in ELA. Students With Disabilities performed at the Medium (Yellow) level with a decline of 7.8 points.

Additionally, Students with Disabilities performed at the Orange level in Math with a decline of 3.1 points.

Students with Disabilities are being suspended at a higher rate than other students.

SJCA will continue to utilize the Literacy/Data Coordinator to track on-going student performance data. The coordinator will work collaboratively with teachers to determine next steps in addressing student needs.

## GREATEST NEEDS

The additional junior academy Math teacher will enable SJCA to offer a lower class size to students having difficulties. In addition, the special education teacher will work collaboratively with the Math teacher to address the needs of special education students.

Professional development will be provided related to working effectively with students with special needs.

The Read 180 and System 44 reading intervention programs will continue to be offered to special need students.

Teacher grade/subject level planning days will continue to be offered to allow for in-depth collaboration.

Intervention software will continue to be provided.

SJCA will continue to monitor its suspension rate for Students With Disabilities.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

This was addressed in the above section which identified Students With Disabilities performing at the Yellow level in Math and Orange level in ELA. Steps were listed above as well.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The following areas were mentioned above:

1. Teacher collaboration days
2. Access to technology
3. Intervention software
4. Professional development

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total General Fund Budget Expenditures for LCAP Year	\$11,024,370
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$645,453

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

All general fund budget expenditures listed above were included in the LCAP.

\$12,229,532	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

San Jose Charter Academy will increase staff and student technological proficiency through access, professional development, instructional support, and sound infrastructure.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL Achievement Driven Management Demanding Content and Customized Instruction

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Teachers will express a greater sense of proficiency as measured by our annual SJCA teacher survey.

Students will express a greater sense of proficiency as measured by our annual SJCA student survey.

#### ACTUAL

Both teachers and students expressed a greater sense of proficiency on their surveys.

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Actions/Services</b>	<b>PLANNED</b> Provide Apple Laptop computers to all 6th, 7th, & 8th grade students.	<b>ACTUAL</b> Apple laptop computers were provided to all 6th, 7th and 8th grade students.
<b>Expenditures</b>	<b>BUDGETED</b> 6000-6999 Capital Outlay - LCFF S & C: \$160,000	<b>ESTIMATED ACTUAL</b> 6000-6999 Capital Outlay - LCFF S & C: \$143,354
<b>Actions/Services</b>	<b>PLANNED</b> Maintain a full-time technology integration teacher who will support the elementary and secondary programs.	<b>ACTUAL</b> A full-time technology integration teacher has been maintained to support elementary and secondary programs.
<b>Expenditures</b>	<b>BUDGETED</b> 1000-1999 Certificated Salaries - LCFF S & C: \$76,019 3000-3999 Employee Benefits - LCFF S & C: \$19,005	<b>ESTIMATED ACTUAL</b> 1000-1999 Certificated Salaries - LCFF S & C: \$76,019 3000-3999 Employee Benefits - LCFF S & C: \$19,005
<b>Actions/Services</b>	<b>PLANNED</b> All 6th - 8th grade students will be provided with a term of Computer Science.	<b>ACTUAL</b> All 6th-8th grade students received a term of Computer Science.
<b>Expenditures</b>	<b>BUDGETED</b> 1000-1999 Certificated Salaries - LCFF S & C: \$0	<b>ESTIMATED ACTUAL</b> 1000-1999 Certificated Salaries - LCFF S & C: \$0
<b>Actions/Services</b>	<b>PLANNED</b> Create "mobile classrooms" in grades 4th-8th giving teachers the ability to instruct anywhere in the classrooms, while at the same time circulate throughout the room to address individual student's needs.	<b>ACTUAL</b> All 4th - 8th grade classrooms have been the capacity of being a "mobile classroom."
<b>Expenditures</b>	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>

	4000-4999 Books and Supplies - LCFF S & C: \$18,000	4000-4999 Books and Supplies - LCFF S & C: \$18,000
<b>Actions/Services</b>	<b>PLANNED</b> Provide professional development opportunities for staff.	<b>ACTUAL</b> An variety of professional development opportunities have been provided to staff.
<b>Expenditures</b>	<b>BUDGETED</b> 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,500	<b>ESTIMATED ACTUAL</b> 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$6,395
<b>Actions/Services</b>	<b>PLANNED</b> Purchase keyboard for all iPad mini computers.	<b>ACTUAL</b> Keyboards for all iPad minis were purchased.
<b>Expenditures</b>	<b>BUDGETED</b> 4000-4999 Books and Supplies - LCFF S & C: \$12,000	<b>ESTIMATED ACTUAL</b> 4000-4999 Books and Supplies - LCFF S & C: \$12,426
<b>Actions/Services</b>	<b>PLANNED</b> Address infrastructure needs by increasing Internet bandwidth and classroom access points.	<b>ACTUAL</b> While the school was able to increase the number of access points throughout the school, the bandwidth issue was placed on hold due to problems with the provider.
<b>Expenditures</b>	<b>BUDGETED</b> 6000-6999 Capital Outlay - LCFF S & C: \$15,000 6000-6999 Capital Outlay - Other Federal Funds: \$22,000	<b>ESTIMATED ACTUAL</b> 6000-6999 Capital Outlay - LCFF S & C: \$22,592 6000-6999 Capital Outlay - Other State Revenues: \$0

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Planned hardware actions/services were achieved with all 6th - 8th grade students receiving laptop computers and keyboard for all iPad minis being purchased. Mobile classrooms were created in 4th - 8th grade. A full-time technology integration teachers was maintained and provided Computer Science

to all 6th - 8th grade students. In addition, this position assisted in providing professional development to staff. While access points were installed, the school did not increase internet bandwidth.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Actions and services were effective in assisting SJCA's goal achievement of teacher and student technological proficiency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Spent approximately \$18,000 less than budgeted on laptops.

Action 2: Spent approximately \$3000 more than budgeted on tech integration teacher.

Action 3: No difference

Action 4: No difference

Action 5: Spent approximately \$22,000 less than budgeted due to not purchasing bandwidth.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We have redefined the metrics for this goal to include the level of proficiency for teachers after receiving specific professional development opportunities. In addition, we are going to now measure student proficiency in the area of Google Classroom.

The following actions/services have been removed due to completion:

1. Keyboards for iPads

• 2. Creation of mobile classrooms



## Goal 2

San Jose Charter Academy will attract and retain top talent through effective recruitment strategies, an attractive compensation package, adoption of strategies which create a great work climate, and development of our employees through intentional and purposeful professional development.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL Top Talent

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

The compensation package for staff will continue to be competitive when compared to surrounding districts.

All teachers will participate in at least 4 major professional development opportunities throughout the year.

#### ACTUAL

The compensation package for staff was very competitive as compared to our authorizing district. In addition, staff received a performance recognition stipend.

All teachers participated in a minimum of 4 professional development opportunities this year.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Actions/Services</b>	<b>PLANNED</b> Provide professional development opportunities for staff.	<b>ACTUAL</b> Staff were provided with a number of various professional development opportunities occurring within and outside of the school.
<b>Expenditures</b>	<b>BUDGETED</b> 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,500	<b>ESTIMATED ACTUAL</b> 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,001
<b>Actions/Services</b>	<b>PLANNED</b> Provide competitive compensation due to the extension of the school day (7.5 hours)	<b>ACTUAL</b> The staff was given a 2% COLA along with step and column. In addition, staff received a one-time performance recognition stipend.
<b>Expenditures</b>	<b>BUDGETED</b> 1000-1999 Certificated Salaries - LCFF S & C: \$125,039	<b>ESTIMATED ACTUAL</b> 1000-1999 Certificated Salaries - LCFF S & C: \$76,019
<b>Actions/Services</b>	<b>PLANNED</b> Provide school-wide memberships for staff to Association of Supervision and Curriculum Development (ASCD) and Association for Middle Level Education (AMLE).	<b>ACTUAL</b> An ASCD school-wide membership was provided to all teacher leaders at the school. The school became a member of AMLE (Association for Middle Level Education)
<b>Expenditures</b>	<b>BUDGETED</b> 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$5,000	<b>ESTIMATED ACTUAL</b> 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,683

## ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Professional development was provided throughout the school year to strengthen the instructional competency of our staff. SJCA's compensation package included a 2% COLA, as well as a performance-based recognition stipend. Memberships to ASCD and AMLE were secured for staff.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Actions and services were effective in assisting SJCA's goal achievement of attracting and retaining top talent, providing professional development, and providing an attractive compensation package.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The original cost of educational memberships was budgeted for \$5000. The actual cost was slightly less than \$2000. Cost of providing staff with an increase in their compensation for the additional 1.5 hours of instruction was less than what was budgeted. The other budgeted expenditures were on target.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

While the goal will remain the same, the outcomes will shift to the following:

1. Increase in the number of activities/events that promote a positive and supportive work environment.
2. Increase in the number of PD opportunities available to teachers.

# Goal 3

San Jose Charter Academy will move all students toward academic proficiency through the effective delivery of California State Standards and instructional practices.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Achievement Driven Management Culture of Engagement and Aspirations Demanding Content and Customized Instruction

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Staff will continue to receive professional development related to the effective implementation of the CA State Standards.

SJCA students will continue to outperform District and State averages on the SBAC.

SJCA EL students will continue to perform at high levels on the CELDT.

### ACTUAL

Staff continued to receive extensive professional development related to effective implementation of the CA State Standards.

SJCA students outperformed both District and State averages on the SBAC.

Our EL students continued to perform at high levels on the CELDT.

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Provide professional development opportunities.</p>	<p><b>ACTUAL</b></p> <p>Professional development opportunities were provided to staff.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$15,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$13,512</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Provide teachers with one grade-level/subject level planning day per term for effective CA State Standards implementation.</p>	<p><b>ACTUAL</b></p> <p>All teachers were provided with one grade-level/subject level planning per term.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>1000-1999 Certificated Salaries - LCFF S &amp; C: \$20,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1000-1999 Certificated Salaries - LCFF S &amp; C: \$28,000</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Provide students with a monthly benchmarking system to measure proficiency towards the CA State Standards.</p>	<p><b>ACTUAL</b></p> <p>A monthly benchmarking system (Catapult) was used to measure on-going student proficiency.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$25,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$25,136</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Provide students with access to intervention software to assist with proficiency of CA State Standards.</p>	<p><b>ACTUAL</b></p> <p>Students had access to a variety of research-based intervention software (Achieve, LEXIA, Read 180, System 44, ST Math, etc.)</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b></p>

	5000-5999 Services and Other Operating Expenses - LCFF S & C: \$63,600	5000-5999 Services and Other Operating Expenses - LCFF S & C: \$48,238
<b>Actions/Services</b>	<b>PLANNED</b> Provide the System 44 reading intervention program to students in the 3rd grade who are not showing progress in reading.	<b>ACTUAL</b> System 44 Reading intervention program was provided to all at-risk 3rd grade students.
<b>Expenditures</b>	<b>BUDGETED</b> 4000-4999 Books and Supplies - LCFF S & C: \$5,000	<b>ESTIMATED ACTUAL</b> 4000-4999 Books and Supplies - LCFF S & C: \$6,460
<b>Actions/Services</b>	<b>PLANNED</b> Provide Read 180 reading instruction to students in 4th-8th grade who are not showing progress in reading.	<b>ACTUAL</b> Read 180 reading instruction was provided to 4th-8th grade at-risk students.
<b>Expenditures</b>	<b>BUDGETED</b> 1000-1999 Certificated Salaries - LCFF S & C: \$73,205 3000-3999 Employee Benefits - LCFF S & C: \$18,301	<b>ESTIMATED ACTUAL</b> 1000-1999 Certificated Salaries - LCFF S & C: \$73,205 3000-3999 Employee Benefits - LCFF S & C: \$18,301
<b>Actions/Services</b>	<b>PLANNED</b> Maintain an additional junior academy Math position to support SJCA's Math Pathways course work.	<b>ACTUAL</b> The school maintained an additional Math position in the junior academy. This allowed for the reduction of class size in the lower level classes.
<b>Expenditures</b>	<b>BUDGETED</b> 1000-1999 Certificated Salaries - LCFF S & C: \$88,640 3000-3999 Employee Benefits - LCFF S & C: \$22,160	<b>ESTIMATED ACTUAL</b> 1000-1999 Certificated Salaries - LCFF S & C: \$88,640 3000-3999 Employee Benefits - LCFF S & C: \$22,160
<b>Actions/Services</b>	<b>PLANNED</b> Purchase band equipment for students who are in need of assistance.	<b>ACTUAL</b> Band equipment was purchased to loan to students in need of assistance.
<b>Expenditures</b>	<b>BUDGETED</b> 6000-6999 Capital Outlay - LCFF S & C: \$10,000	<b>ESTIMATED ACTUAL</b> 6000-6999 Capital Outlay - LCFF S & C: \$8,301

<b>Actions/Services</b>	<b>PLANNED</b> Create the position of EL/GLAD Coordinator.	<b>ACTUAL</b> The school created an EL/GLAD Coordinator position.
<b>Expenditures</b>	<b>BUDGETED</b> 1000-1999 Certificated Salaries - LCFF S & C: \$3,000	<b>ESTIMATED ACTUAL</b> 1000-1999 Certificated Salaries - LCFF S & C: \$3,000
<b>Actions/Services</b>	<b>PLANNED</b> Create an audio-book library program for EL students.	<b>ACTUAL</b> This action was not achieved.
<b>Expenditures</b>	<b>BUDGETED</b> 4000-4999 Books and Supplies - LCFF S & C: \$2,500	<b>ESTIMATED ACTUAL</b> 4000-4999 Books and Supplies - LCFF S & C: \$0
<b>Actions/Services</b>	<b>PLANNED</b> Create a Literacy/Data Coordinator position to facilitate the delivery of effective instructional practices and use of data.	<b>ACTUAL</b> The position of Literacy/Data Coordinator was created to facilitate the delivery of effective instructional practices and use of data.
<b>Expenditures</b>	<b>BUDGETED</b> 1000-1999 Certificated Salaries - Teacher Effectiveness: \$92,000 1000-1999 Certificated Salaries - LCFF S & C: \$15,000	<b>ESTIMATED ACTUAL</b> 1000-1999 Certificated Salaries - Teacher Effectiveness: \$84,699

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

A variety of professional development opportunities were provided to staff. Grade and subject level planning days were conducive to the school's desire to provide teachers with the opportunity to collaborate on long-term plans and instructional goals. Our students were given monthly benchmarks that provided on-going achievement data. A variety of intervention software programs were provided to students, giving them the opportunity to close learning gaps. Personnel associated with this goal played valuable roles in providing teacher and student support.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Except for the action involving the creation of an audio book library for our EL students, actions/services were effective in assisting SJCA's goal achievement of moving all students toward

academic proficiency through the effective delivery of CA State Standards and instructional practices.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were very few material differences between budgeted expenditures and estimated actual expenditures. Action/Services #2 resulted in an additional \$8000 for substitute pay to cover teacher planning days. The \$2500 budgeted for Action/Services #10 was not expensed.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We have redefined the metrics for this goal to include:

1. Increase in SED student ELA proficiency (SBAC)
2. Increase in EL Students ELA proficiency (SBAC)
3. Increase in Special Education ELA and Math proficiency (SBAC)
4. Increase in EL and SWD student proficiency (SRI/SMI)
5. Increase in teacher efficacy percentages relating to the implementation of strategies acquired through professional development.

The following actions/services have been removed:

1. Purchase of band equipment.
2. The creation of an audio book library.



# Goal 4

San Jose Charter Academy will increase parent participation through effective communication, workshop opportunities, and activities that promote a strong home/school connection.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL ~~Achievement Driven Management Culture of Engagement and Aspirations~~

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Parents will continue to be offered the opportunity to provide input to the school through a yearly satisfaction survey.

SJCA will monitor parent LEXIA and Rosetta Stone software use.

SJCA will monitor the number of parents attending training opportunities.

SJCA will offer EL parents access to the LEXIA software for home use.

### ACTUAL

Our yearly parent survey was released in April 2017.

SJCA administration monitored Rosetta Stone software use.

SJCA administration monitored the number of parents attending training opportunities.

SJCA parents had access to LEXIA software for home use.

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Provide a yearly parent survey for parents to gather parent feedback/input.</p>	<p><b>ACTUAL</b></p> <p>The SJCA yearly survey was distributed to all families in April 2017.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$2,500</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$2,500</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Provide parents workshops and trainings in the areas of CA State Standards, parent expectations, computer systems/programs, etc.</p>	<p><b>ACTUAL</b></p> <p>Parents were provided workshops and information in the areas of state standards, literacy and technology.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>1000-1999 Certificated Salaries - LCFF S &amp; C: \$1,500</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1000-1999 Certificated Salaries - LCFF S &amp; C: \$2,200</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Offer English proficiency opportunities for Non-English speaking parents through computer software programs (e.g. Rosetta Stone and LEXIA)</p>	<p><b>ACTUAL</b></p> <p>Rosetta Stone and LEXIA software programs were provided to all parents of EL students.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>4000-4999 Books and Supplies - LCFF S &amp; C: \$7,450</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>4000-4999 Books and Supplies - LCFF S &amp; C: \$7,450</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Provide a Resource Library for our EL/RFEP parents in their native language.</p>	<p><b>ACTUAL</b></p> <p>While the school currently maintains a "resource rack" for our parents, we did not have to purchase new materials due to the inventory we had on hand.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>4000-4999 Books and Supplies - LCFF S &amp; C: \$2,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>4000-4999 Books and Supplies - LCFF S &amp; C: \$0</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Yearly parent survey was distributed. Trainings were provided throughout the year. Rosetta Stone and LEXIA software programs were provided to parents of EL students. Resource materials have been made available to parents of EL students.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Yearly parent survey was distributed and feedback is currently being reviewed. Trainings were provided, however, it is the desire of the school to increase the number of training opportunities for parents. While Rosetta Stone and LEXIA software programs were provided to parents of EL students, there is a greater need to increase the numbers of parents, as well as usage. Parents find the resource materials being made available are helpful</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The \$2000 budgeted for the resource library was not expensed due to the availability of extra inventory.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>We have redefined the metrics for this goal to include:</p> <ol style="list-style-type: none"><li>1. Increase in the number of parent participation opportunities.</li><li>2. Increase parent participation on the Committee for Cultural Consciousness.</li></ol>

# Goal 5

San Jose Charter Academy will maintain a school culture that supports the socio-emotional needs of its students.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL Achievement Driven Management Culture of Engagement and Aspirations

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

SJCA will reduce the percentage of chronically absent students by 10%  
SJCA will maintain it low suspension/expulsion rates.  
SJCA's school culture will be measured through a yearly student survey.

### ACTUAL

Percentage of chronically absent students for 2015-2016:  
2016-2017:  
Suspension rates were maintained at a low level. Only students were suspended and no students were expelled.  
Students were surveyed to measure school culture.

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Maintain a comprehensive students attendance monitoring system.</p>	<p><b>ACTUAL</b></p> <p>A comprehensive student attendance monitoring system was maintained.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$0</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$3,466</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Implement "The Leader in Me" program in Kinder through 8th grades.</p>	<p><b>ACTUAL</b></p> <p>The first year of "The Leader in Me" program was implemented.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>4000-4999 Books and Supplies - LCFF S &amp; C: \$55,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>4000-4999 Books and Supplies - LCFF S &amp; C: \$52,872</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Junior academy ASB will participate in the Teen Truth "Difference Maker" summer sumit.</p>	<p><b>ACTUAL</b></p> <p>Our Junior Academy ASB participated in the Teen Truth "Difference Maker" summer summit.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$2,500</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$2,500</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Implement the Teen Truth "Rising Up" coaching program in Grades 6th -8th.</p>	<p><b>ACTUAL</b></p> <p>The Teen Truth "Rising Up" coaching program was implemented in grades 6th-8th.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$2,500</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$2,622</p>

<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Create a process for identifying "minor incidence" behaviors that limit a student's access to classroom instruction.</p>	<p><b>ACTUAL</b></p> <p>Administration worked with teacher and support staff to firm up the entering of quantitative data into our student information system. In addition, information was reviewed to determine if discussions were warranted relating to student "in class" time.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$0</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$0</p>
<b>Actions/Services</b>	<p><b>PLANNED</b></p> <p>Provide all staff with "Mindset" professional development.</p>	<p><b>ACTUAL</b></p> <p>"Mindset" professional development was provided to staff.</p>
<b>Expenditures</b>	<p><b>BUDGETED</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$7,500</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$3,750</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>SJCA maintained student absences on a monthly basis. The first year of a three-year implementation for The Leader in Me occurred. The two Teen Truth programs, "Difference Maker" and "Rising Up" were successfully implemented. All staff received the "Mindset" professional development in August 2016. The SJCA student information system allows for all discipline occurrences to be tracked and reviewed.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>The monitoring of monthly attendance has.... The Leader In Me program has had a very positive impact on our school culture and student leadership. The same can be said for the implementation of the Difference Maker and Rising Up programs. Information and strategies acquired from the "Mindset" workshop have played an important role in addressing the social-emotional needs of our students.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The Mindset professional development was reduced due to half the cost being paid in the prior year.</p>

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We have redefined the metrics of this goal to include:

1. Maintain low middle school dropout rate
2. Increase in number of students reporting respect for individual differences
3. Reduction in percentage of students reporting harassment.

We have removed the service/action involving the "Mindset" professional development due to completion.

SJCA will be implementing the second year of The Leader In Me program.

Training for the Difference Maker program will be provided by SJCA staff.

# Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Review and analysis of our 2016-2017 LCAP has been on-going. Various entities have been involved including the SJCA Board of Directors, School Site Council, DLAC, Leadership team, Grade/Subject Level Coordinators, staff, and parents.

The development of our 2017-2018 LCAP began with a parent survey and continued with the seeking of input from those entities listed above. In addition, our LCAP draft was posted on our website and our school community was encouraged to provide input.

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

1. Input provided supported the school's continued focus on technology (PD, implementation, hardware)
2. Providing on-going and focused professional development remains a priority, as well as teacher collaboration through the planning days.
3. Implementation of our new program, "The Leader In Me" has been very well received by the entire school community. Support for this program remains strong.
4. It was suggested the school include an item on the survey asking parents for their choice of specific workshop topics.
5. There was strong support for the expansion of the Committee for Cultural Consciousness.



# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	San Jose Charter Academy will increase staff and student technological proficiency through access, professional development, instructional support, and sound infrastructure.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 8	
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10							
LOCAL									

Identified Need:

For the past five years, SJCA has brought the use of technology to the forefront. This focus has presented a variety of needs, which have been voiced by staff, students, and parents. As the school moves from access to instructional integration, there remains the need for professional development and support. In addition, the school must regularly provide staff and students updated hardware to ensure effective implementation.

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of Teachers Who Perceive Themselves to be Technologically Proficient	30% of teachers perceived themselves to be proficient on 10 of 12 post PD surveys.	50%	65%	80%
Increase in the percentage of students proficient in the use of Google Classroom	3rd - 0% 4th - 20% 5th - 20% 6th - 30% 7th - 30% 8th - 30%	3rd - 8th 40%	3rd - 8th 60%	3rd - 8th 80%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Apple Laptop computers to all 6th, 7th, & 8th grade students.	Provide Apple Laptop computers to all 6th, 7th, & 8th grade students	Provide Apple Laptop computers to all 6th, 7th, & 8th grade students.

**BUDGET EXPENDITURES**

**2017-18**

Amount

\$144,111

Source

LCFF

Budget  
Reference

Books and Supplies

**2018-19**

Amount

\$81,000

Source

LCFF

Budget  
Reference

Books and Supplies

**2019-20**

Amount

\$81,000

Source

LCFF

Budget  
Reference

Books and Supplies

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain a full-time technology integration teacher who will support the elementary and secondary programs.	Maintain a full-time technology integration teacher who will support the elementary and secondary programs.	Maintain a full-time technology integration teacher who will support the elementary and secondary programs.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$78,840	Amount	\$78,840	Amount	\$78,840
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries
Amount	\$20,826	Amount	\$20,826	Amount	\$20,826

Source

LCFF

Source

LCFF

Source

LCFF

Budget  
Reference

Employee Benefits

Budget  
Reference

Employee Benefits

Budget  
Reference

Employee Benefits

Action **3**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
All 6th - 8th grade students will be provided with a term of Computer Science.	All 6th - 8th grade students will be provided with a term of Computer Science.	All 6th - 8th grade students will be provided with a term of Computer Science.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$78,840	Amount	\$78,840	Amount	\$78,840
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference		Budget Reference	Certificated Salaries
Amount	\$20,826	Amount	\$20,826	Amount	\$20,826
Source	LCFF	Source	LCFF	Source	LCFF

Budget  
Reference

Employee Benefits

Budget  
Reference

Employee Benefits

Budget  
Reference

Employee Benefits

Action **4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide professional development opportunities for staff.	Provide professional development opportunities for staff.	Provide professional development opportunities for staff.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$7,500	Amount	\$7,500	Amount	\$7,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses



Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Address infrastructure needs by increasing classroom accessibility.	Address infrastructure needs by increasing classroom accessibility.	Address infrastructure needs by increasing classroom accessibility.

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$15,523	Amount: \$15,523	Amount: \$15,523
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Capital Outlay	Budget Reference: Capital Outlay	Budget Reference: Capital Outlay
Amount: \$28,877	Amount: \$28,877	Amount: \$28,877
Source: Other Federal Funds	Source: Other Federal Funds	Source: Other Federal Funds

Budget  
Reference

Capital Outlay

Budget  
Reference

Capital Outlay

Budget  
Reference

Capital Outlay

## Goal 2

San Jose Charter Academy will attract and retain top talent through effective recruitment strategies, an attractive compensation package, adoption of strategies which create a great work climate, and development of our employees through intentional and purposeful professional development.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL Top Talent

Identified Need:

Currently, 100% of our teachers are highly qualified. Research dictates the need for top talent in working with students, specifically those with the greatest needs. Closing the achievement gap can only be addressed by acquiring and maintaining highly qualified and skilled teachers. Teacher satisfaction is essential in maintaining a strong staff, which can be addressed through the creation of a positive and supportive work environment. Staff and parent input believe professional development, collaboration opportunities, and a fair compensation package are important factors.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase in the number of activities/events that promote a positive and supportive work environment	4	6	8	12
Increase in the number of PD opportunities available to teachers	5 PD Opportunities	6 PD Opportunities	7 PD Opportunities	8 PD Opportunities

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide professional development opportunities for staff.	Provide professional development opportunities for staff.	Provide professional development opportunities for staff.

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$7,500	Amount: \$7,500	Amount: \$7,500
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating

Expenses

Expenses

Expenses

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide competitive compensation and benefits due to the extension of the school day (7.5 hours)	Provide competitive compensation and benefits due to the extension of the school day (7.5 hours)	Provide competitive compensation and benefits due to the extension of the school day (7.5 hours)

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$75,000	Amount	\$75,000	Amount	\$75,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **3**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide school-wide memberships for staff to Association of Supervision and Curriculum Development (ASCD) and Association for Middle Level Education (AMLE).	Provide school-wide memberships for staff to Association of Supervision and Curriculum Development (ASCD) and Association for Middle Level Education (AMLE).	Provide school-wide memberships for staff to Association of Supervision and Curriculum Development (ASCD) and Association for Middle Level Education (AMLE).

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$5,000	Amount: \$5,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating Expenses	Budget Reference: Services and Other Operating Expenses	Budget Reference: Services and Other Operating Expenses

## Goal 3

San Jose Charter Academy will move all students toward academic proficiency through the effective delivery of California State Standards and instructional practices.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Achievement Driven Management Culture of Engagement and Aspirations Demanding Content and Customized Instruction

Identified Need:

Dashboard data indicate a slight decline in the ELA proficiency of our EL, SED, and SWD students. In addition, there was a slight decline in Math proficiency for our SED students.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase in SED Student ELA Proficiency (SBAC)	2017 SED Student Standard Score Proficiency Rate:  ELA - (High) 41.2 points above Level 3	Increase by 2 points.	Increase by 1 points.	Increase by 1 points.
Increase in EL Student ELA Proficiency (SBAC)	2017 EL Student Proficiency Rate:  ELA - (High) Standard Score 36 points above Level 3	Increase by 2 points.	Increase by 1 points.	Increase by 1 points.
Increase in Special Education ELA and Math Proficiency (SBAC)	2017 Special Education Student Standard Score Proficiency Rates:  ELA: (Med.) 3.7 points below Level 3  Math: (Low) 25.8 points below Level 3	Increase by 2 points.	Increase by 2 points.	Increase by 2 points.



Increase in EL and SWD student proficiency (SRI/SMI)	Baseline? SRI: SMI:	Increase by 2%	Increase by 3%	Increase by 4%
Increase in teacher efficacy percentages relating to the implementation of strategies acquired through professional development	30%	To 50%	To 65%	To 80%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide professional development opportunities.	Provide professional development opportunities.	Provide professional development opportunities.

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$15,000	Amount: \$15,000	Amount: \$15,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating

Expenses

Expenses

Expenses

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide teachers with one grade-level/subject level planning day per term for effective CA State Standards implementation.	Provide teachers with one grade-level/subject level planning day per term for effective CA State Standards implementation.	Provide teachers with one grade-level/subject level planning day per term for effective CA State Standards implementation.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$25,000	Amount	\$25,000	Amount	\$25,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries
Amount	\$4,000	Amount	\$4,000	Amount	\$4,000

Source

LCFF

Source

LCFF

Source

LCFF

Budget  
Reference

Employee Benefits

Budget  
Reference

Employee Benefits

Budget  
Reference

Employee Benefits

Action **3**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Create a monthly benchmarking systems to measure proficiency towards the CA ELA State Standards.	Create a monthly benchmarking system to measure proficiency towards CA Math State Standards.	Provide a monthly benchmarking system to measure proficiency towards CA ELA and Math State Standards.

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$8,000	Amount: \$8,000	Amount: \$3,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries	Budget Reference: Services and Other Operating Expenses
Amount: \$2,000	Amount: \$2,000	Amount: \$3,000

Source

LCFF

Source

LCFF

Source

LCFF

Budget  
Reference

Employee Benefits

Budget  
Reference

Employee Benefits

Budget  
Reference

Services and Other Operating  
Expenses

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide students with access to intervention software to assist with proficiency of CA State Standards. (Achieve 3000, LEXIA, ST Math)	Provide students with access to intervention software to assist with proficiency of CA State Standards. (Achieve 3000, LEXIA, ST Math)	Provide students with access to intervention software to assist with proficiency of CA State Standards. (Achieve 3000, LEXIA, ST Math)

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$37,225	Amount: \$37,225	Amount: \$37,225
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating Expenses	Budget Reference: Services and Other Operating Expenses	Budget Reference: Services and Other Operating Expenses



Action 5

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide the Read 180 and System 44 reading intervention programs to students not showing progress in reading.	Provide the Read 180 and System 44 reading intervention programs to students not showing progress in reading.	Provide the Read 180 and System 44 reading intervention programs to students not showing progress in reading.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$6,500	Amount	\$6,500	Amount	\$6,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies
Amount	\$3,900	Amount	\$3,900	Amount	\$3,900

Source

LCFF

Source

LCFF

Source

LCFF

Budget  
Reference

Services and Other Operating  
Expenses

Budget  
Reference

Services and Other Operating  
Expenses

Budget  
Reference

Services and Other Operating  
Expenses

Action 6

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a Read 180 reading instructor to students in 4th-8th grade students who are not showing progress in reading.	Provide a Read 180 reading instructor to students in 4th-8th grade students who are not showing progress in reading.	Provide a Read 180 reading instructor to students in 4th-8th grade students who are not showing progress in reading.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$78,840	Amount	\$78,840	Amount	\$78,840
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries
Amount	\$20,826	Amount	\$20,826	Amount	\$20,826

Source

LCFF

Source

LCFF

Source

LCFF

Budget  
Reference

Employee Benefits

Budget  
Reference

Employee Benefits

Budget  
Reference

Employee Benefits

Action **7**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain the additional junior academy Math position to support SJCA's Math Pathways course work.	Maintain the additional junior academy Math position to support SJCA's Math Pathways course work.	Maintain the additional junior academy Math position to support SJCA's Math Pathways course work.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$90,258	Amount	\$90,258	Amount	\$90,258
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries
Amount	\$22,539	Amount	\$22,539	Amount	\$22,539

Source

LCFF

Source

LCFF

Source

LCFF

Budget  
Reference

Employee Benefits

Budget  
Reference

Employee Benefits

Budget  
Reference

Employee Benefits

Action **8**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain the position of EL/GLAD Coordinator.	Maintain the position of EL/GLAD Coordinator.	Maintain the position of EL/GLAD Coordinator.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$3,000	Amount	\$3,000	Amount	\$3,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action 9

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain a Literacy/Data Coordinator position to facilitate the delivery of effective instructional practices and use of data.	Maintain a Literacy/Data Coordinator position to facilitate the delivery of effective instructional practices and use of data.	Maintain a Literacy/Data Coordinator position to facilitate the delivery of effective instructional practices and use of data.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$88,640	Amount	\$88,640	Amount	\$88,640
Source	Other State Revenues	Source	Other State Revenues	Source	After School Education & Safety
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries
Amount	\$22,296	Amount	\$22,296	Amount	\$22,296



Source

LCFF

Source

LCFF

Source

LCFF

Budget  
Reference

Employee Benefits

Budget  
Reference

Employee Benefits

Budget  
Reference

Employee Benefits

## Goal 4

San Jose Charter Academy will increase parent participation through effective communication, workshop opportunities, and activities that promote a strong home/school connection.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Achievement Driven Management Culture of Engagement and Aspirations

Identified Need:

Parent input expressed a desire for workshops that would increase their knowledge in a variety of areas. Parents identified technology as a priority, which included the utilization of both hardware and software. In addition, navigation of grade level curriculum was an area mentioned. DLAC parents continue to be interested in their English language proficiency. The concept of "cultural consciousness" has been raised with the need to improve staff, parent and student understanding.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase in the number of parent participation opportunities.	9 Opportunities	12 Opportunities	15 Opportunities	18 Opportunities
Increase EL parents LEXIA and Rosetta Stone software use.	45%	50%	55%	60%
Increase parent participation on the Committee for Cultural Consciousness.	Current parent membership: 6	10 parents	12 parents	15 parents

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a yearly parent survey for parents to gather parent feedback/input.	Provide a yearly parent survey for parents to gather parent feedback/input.	Provide a yearly parent survey for parents to gather parent feedback/input.

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$2,500	Amount: \$2,500	Amount: \$2,500
Source: Other State Revenues	Source: Other State Revenues	Source: Other State Revenues
Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating	Budget Reference: Services and Other Operating

Expenses

Expenses

Expenses

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide parents with a variety of trainings and workshops identified on the yearly parent survey.	Provide parents with a variety of trainings and workshops identified on the yearly parent survey.	Provide parents with a variety of trainings and workshops identified on the yearly parent survey.

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$2,000	Amount: \$2,000	Amount: \$2,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Offer English proficiency opportunities for Non-English speaking parents through computer software programs (e.g. Rosetta Stone and LEXIA)	Offer English proficiency opportunities for Non-English speaking parents through computer software programs (e.g. Rosetta Stone and LEXIA)	Offer English proficiency opportunities for Non-English speaking parents through computer software programs (e.g. Rosetta Stone and LEXIA)

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$7,500	Amount	\$7,500	Amount	\$7,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action **4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a Resource Library for our EL/RFEP parents in their native language.	Provide a Resource Library for our EL/RFEP parents in their native language.	Provide a Resource Library for our EL/RFEP parents in their native language.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies



Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The Committee for Cultural Consciousness will organize 2 school-wide events honoring student diversity.	The Committee for Cultural Consciousness will organize 2 school-wide events honoring student diversity.	The Committee for Cultural Consciousness will organize 2 school-wide events honoring student diversity.

**BUDGET EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$5,000	Amount: \$5,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating Expenses	Budget Reference: Services and Other Operating Expenses	Budget Reference: Books and Supplies

## Goal 5

San Jose Charter Academy will maintain a school culture that supports the social-emotional needs of its students.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Achievement Driven Management Culture of Engagement and Aspirations

Identified Need:

Creating and maintaining a student's connection to his/her school is extremely important. Staff and parent feedback through discussion and surveys continue to indicate support for a school-wide, articulated program that addresses a student's personal executive function, as well as leadership and character. In addition, optimizing student learning through good attendance and minimal pull outs is also a priority for staff and parents. While the school's overall attendance is commendable, there continues to be concern regarding students who are chronically absent.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reduced the number of chronically absent students	18 students	16 students	14 students	12 students
Maintain low middle school dropout rate	Current rate: 0 students	0 students	0 students	0 students
Maintain low suspension rate at fewer than 9 students	4 students	Fewer than 9 students	Fewer than 9 students	Fewer than 9 students
Maintain low student Expulsion Rate	Keep expulsion rate to .25% or less. Currently 0%	Keep expulsion rate to .25% or less. Currently 0%	Keep expulsion rate to .25% or less. Currently 0%	Keep expulsion rate to .25% or less. Currently 0%
Increase in number of students reporting respect for individual differences.	85% of students	86% of students	87% of students	88% of students
Reduction in percentage of	14% of students	13% of students	12% of students	11% of students

students reporting harassment				
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**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain a comprehensive students attendance monitoring system.	Maintain a comprehensive students attendance monitoring system.	Maintain a comprehensive students attendance monitoring system.

**BUDGET EXPENDITURES**

**2017-18**

Amount

\$0

Source

Budget  
Reference

**2018-19**

Amount

\$0

Source

Budget  
Reference

**2019-20**

Amount

\$0

Source

Budget  
Reference

Action **2**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Implement the second year of "The Leader in Me" program in TK through 8th grades.	Implement the third year of "The Leader in Me" program in TK through 8th grades.	Continue to implement "The Leadership in Me" program in TK through 8th grades.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$48,000	Amount	\$45,000	Amount	\$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Services and Other Operating Expenses

Action **3**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  All  Students with Disabilities  Specific Student Group(s): \_

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Locations:  All Schools  Specific Schools: \_  Specific Grade Spans: \_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to implement the Teen Truth "Rising Up" coaching program in Grades 6th -8th.	Continue to implement the Teen Truth "Rising Up" coaching program in Grades 6th -8th.	Continue to implement the Teen Truth "Rising Up" coaching program in Grades 6th -8th.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$2,500	Amount	\$2,500	Amount	\$2,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Update the process for identifying "minor incidence" behaviors that limit a student's access to classroom instruction.	Continue to implement the process for identifying "minor incidence" behaviors that limit a student's access to classroom instruction.	Continue to implement the process for identifying "minor incidence" behaviors that limit a student's access to classroom instruction.

**BUDGET EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$0	Amount	\$0	Amount	\$0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year



2017-18



2018-19



2019-20

[Estimated Supplemental and Concentration Grant Funds:](#)

\$750,176

[Percentage to Increase or Improve Services:](#)

8.27%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

## **Goal 1:**

Action 1: Provide Apple laptop computers to all 6th, 7th, and 8th grade students.

Access to technology for all 6th - 8th grade students enable the school to implement school-wide technology initiatives involving CA standards-based curriculum that include a tech component. In addition, school-wide software programs are able to be used throughout the school day and integrated into classroom instruction.

Action 2: Maintain a full-time technology integration teacher who will support the elementary and secondary programs.

Moving teachers and students toward proficiency can be better served through the use of a tech integration teacher who works with all teachers and students so the entire school is moving forward in this area.

Action #4: Provide professional development opportunities for staff.

All technology professional development opportunity benefit the needs of staff working with targeted students, as well as, those students integrating technology in the same classrooms.

## **Goal 2:**

Action 1: Provide professional development opportunities for staff.

All professional development opportunities benefit the needs of staff working with targeted students, as well as, those students in the same classrooms.

Action 2: Provide competitive compensation due to the extension of the school day.

Providing students with a longer school day increases instructional time and access to the core curriculum. This strategy greatly benefits all students.

Action 3: Provide school-wide memberships to staff for instructional purposes.

While these resources will certainly contain articles and resources for our targeted populations, there will be a number of items that relate directly to all students.

### **Goal 3**

Action 1: Provide professional development opportunities.

All professional development opportunities benefit the needs of staff working with targeted students, as well as, those in the same classrooms.

Action 2: Provide teachers with one grade-level/subject level planning day per term for effective CA standard's implementation.

Collaborative planning time is essential for the effective delivery of instruction. While our teachers have daily collaborative planning time, giving them a day per term enriches the discussion and allows them to focus on other items including data. This type of planning also ensures calibration across the grade level, which is key to the success of all students.

Action 3: Create a monthly benchmarking system to measure proficiency toward the CA ELA State standards.

On-going formative assessment is key for effective progress monitoring. While we believe this is essential for our targeted students, all students can benefit from this type of program.

Action 4: Provide students with access to intervention software to assist with proficiency of CA State Standards.

Providing students access to intervention software that is researched based and proven is an important component of our educational system. All of our software programs can be accessed from home. Targeted students are given first priority for before and after school computer lab use in order to access software.

Action 5: Provide the Read 180 and system 44 reading intervention programs to students not showing progress in reading.

These researched-based reading intervention programs address the needs of students who have participated in our regular research-based reading program but continue to fall behind. These programs have been very beneficial to both targeted and non-targeted students.

Action 6: Provide a Read 180 reading instructor to students in 4th - 8th grade not showing progress in reading.

This researched-based reading program addresses the needs of students who have participated in our regular research-based reading program but continue to fall behind.

Action 7: Maintain the additional junior academy Math position to support SJCA's Math Pathways course work.

We have added an additional standards-based Math class in an attempt to meet the needs of students falling behind in their Math proficiency. We have lowered the class size as well.

Action 8: Maintain a Literacy/Data Coordinator position to facilitate the delivery of effective instructional practices and use of data.

Providing teachers with professional development involving effective instructional practices enhances instructional delivery to students. Working with teachers on the use of data and progress monitoring of students will better enable teachers to address the needs of their students.

### **Goal 4**

Action 2: Provide parents with a variety of training and workshops identified on the yearly parent survey, as well as, needs identified by the school administration.

When parents are informed and educated about what their children are learning, students have a better chance of being supported at home. The home/school connection is vital.

Action 5: Committee for Cultural Consciousness will organize 2 school-wide events honoring student diversity.

Honoring cultural diversity is crucial in building and sustaining a student's self-worth and learning efficacy.

### **Goal 5**

Action 2: Implement the second year of "The Leader In Me" program in TK through 8th grades.

For all students to succeed, they must possess effective executive functioning skills. Research has proven that the earlier you begin working on these skills with students, the better. We have shifted our program from junior academy to incorporate the entire student population.