Local Control and Accountability Plan

West Covina Unified

San Jose Charter Academy

July 1, 2015 - June 30, 2018

edit in progress

Introduction:

LEA: San Jose Charter Academy

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LCAP Year: 2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies? (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies~~,~~; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Prior to the development of the Local Control Accountability Plan (LCAP), a wide selection of community members were informed of input meetings being held at the school site. The sole purpose of these meetings was to solicit essential information from participants relating to school programs and funding priorities. To prepare for the meetings, administration put out a call to parents/guardians announcing dates and times of the input meetings. In addition, flyers and emails were sent home. Administration informed several of our local businesses regarding the input meetings. San Jose Charter Academy's Board of Directors were notified of the meeting and invited to participate. Three input meeting were held on two different days and at three different times (morning, afternoon, and evening). In addition to the input meetings, a survey was offered to the school community. A separate input meeting was held for the parents of our EL/RFEP students. Translators were provided. The San Jose Charter Academy staff participated in an input meeting as well, and a survey was also made available to them. San Jose Charter junior academy students (6th-8th) were provided with a survey. The SJCA School Site Council had the opportunity for input. In addition, the council reviewed input from others and offered suggestions for the plan. The school's leadership team (Admin, Finance, Coordinator of Special Education, Counselor, Director of Technology, and Lead Teachers)	One of the major changes made to the LCAP involved the inclusion of additional technology personnel; specifically a Technology Integration Coordinator. This position would be responsible for assisting teachers and students with techology integration, as well as techology skill instruction for students as a newly formed elective for grades 6th - 8th. Parents felt strongly that if students were going to be held accountable for preparing and presenting projects utilizing technology, then the school should be doing everything to support staff and students in these areas. Parental input was also very supportive of an extended summer school program, especially at the younger levels. In addition, there was wide spread support of measures that would assist the school in retaining highly qualified teachers; especially in light of the fact that our teachers work an 8 hour day, which is 1.5 hours more than the average CA teacher; providing our students with a 7.5 hour instructional day, which is 1.5 hours more than the average 6 hour instructional day. There was also additional input given regarding parent involvement; specifically how parents can access new information via webinars, YouTube, etc. Parents and teachers involved in the 4 different input meetings that were held, felt very strongly about offering summer school.

reviewed draft of plan and gave additional input. Various documents have been shared with participants throughout the process: SJCA Vision and Mission statements, final set of state testing data, SJCA Achievement Reports, attendance rates, suspension/ expulsion rates, data on highly qualified teachers, etc.	
Annual Update: <u>2015-2016 LCAP</u> Throughout the entire year, the SJCA School Site Council has been reviewing the plan and providing input, as well as suggestions for possible additions to the plan. In addition, the SJCA Board of Directors has received updates regarding the progress of the plan, as well as providing direction for current and future additions. The SJCA Leadership Team held a workshop to review the plan and offer input relating to successes and possible additions/modifications. A staff workshop was held to provide a plan update as well as gather additional input. The same was done for our SJCA parents/guardians. This included a meeting of the SJCA DLAC committee. An LCAP survey was used for parents and junior high students to gather additional input.	Annual Update: <u>2015-2016 Impact on LCAP</u> The school site council has consistently advocated for a strong implementation of technology. Parents and staff serving on this council would like to see additional hardware put into the classrooms (computers, iPads, etc.), as well as having personnel available to support staff, students and parents. The council was also interested in making sure the school is providing students with the most updated curriculum possible. It was also suggested that SJCA create a better system for tracking volunteers Staff is very interested in extending the availability of professional development opportunities. In addition, teachers would like to see one day per team set aside for grade level and subject level planning days to address the new CA state standards. This will be a new addition to the plan. Staff also discussed attendance. We celebrated our great attendance data, however, a deeper look into the attendance data has exposed a chronic absenteeism concern. SJCA will be re-working the goal in this area. Our DLAC committee offered substantial input during our meeting:

1. They want to be sure was are adequately compensating our staff in order to assure they are of the highest quality.

2. They would like additional software made available to them to increase their English proficiency (LEXIA). Parents would also like to see additional parent workshops addressing the CA State Standards.

Parents were very much interested in continuing with the implementation of technology. They wanted to see more in the 3rd-5th grades due to the amount of time testing administration took this year. Parents desire to see more training for CA Standards is being addressed as an action item.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to

identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Increase staff and student technological proficiency as it relates to common core, San Jose Charter Academy will expand staff and student access to technology.	Related State and/or Local Priorities: 1 X 2 X 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: Expanding access to techology through resources and support.

Identified Need:	During teacher and parent input meetings, a collective need surfaced relating to technology access for teachers and students. Staff and parents felt more needed to be done if our students were to be using technology more frequently, as well as knowing technology skills as they relate to the common core. In addition, after administering the 2015 CAASPP, it became clear that additional technology was needed at the school site to reduce the number of days the school was on a test schedule. We spent almost 6 weeks getting all of our students through the test. Having more laptops and iPads available will greatly diminish the time of test administration. It is our goal to reduce grade level testing time to no more than two weeks. Two year ago, we had not additional technology for our junior academy students except for a 68 seat computer lab. It was very difficult scheduling in time for meaningful technology integration. The first year of the implementation, we purchased 140 laptops for our six graders. Our goal is to acquire enough laptops to equip our entire junior academy student population (408).
Goal Applies to:	Schools: Elementary; Middle Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Laptop 1:1 program will continue with all 6th - 8th grade students being provided with their own personal laptop computer for use in the classroom, as well as at home. (408 laptops). 6th - 8th grade students will continue to have access to one term of computer training. (12 weeks) K-8 teachers will continue to have access to Technology Integration Teacher for supporting teacher and students in the content classrooms, as well as providing professional development when needed. Students in grades 3-5 will continue to have a 1:1 ipad computer access in their classrooms. (14 classrooms - 8 classrooms at 34:1 and 6 classrooms at 22:1) Students in grades TK, 1st and 2nd will continue to have a 2:1 ipad computer access in their classrooms. (13 classrooms at 22:1) Students in Kindergarten will have a 1:1 ipad computer access in their classrooms. (6 classrooms at 22:1)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1-B-1 Provide Apple Laptop computers to all 6th, 7th, & 8th grade students.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	1-B-1: Apple 1 to 1 Computers Lease: $194,000; Funding Source: LCFF Supplemental; Note: Lease for both 6th and 7th grade year 1; 6th, 7th, and 8th grade for years 2 and 3.
1-B-2 Maintain a full time technology integration teacher who will support the elementary and secondary programs.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	1-B-2: Salaries & Benefits: $80,000; Funding Source: LCFF Supplemental;
1-B-4 Kindergarten students will have a 1:1 iPad ratio to meet their instructional needs.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	1-B-4 The cost of this program is approximately $20,000 for iPad minis, cases, and other hardware needs.
1-B-3 All 6th - 8th grade students will be provided with a term of Computer Science.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	1-B-3 This expense is already accounted for through the full time technology integration teacher.
1-B-5 Provide all students in grades 3rd-5th a 1:1	Targeted	__All ----------	1-B-5 $255,000 LCFF

iPad ratio for their instructional needs.		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Supplemental/LCFF, One time funds
1-B-6 Provide all students in grades TK, 1st and 2nd with a 2:1 iPad ratio for their instructional needs.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	1-B-6 Replacement costs: $2000 LCFF Supplemental

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Laptop 1:1 program will continue with all 6th - 8th grade students being provided with their own personal laptop computer for use in the classroom, as well as at home. (408 laptops) 6th - 8th grade students will continue to have access to one term of computer training. (12 weeks) K-8 teachers will continue to have access to Technology Integration Teacher for supporting teacher and students in the content classrooms, as well as providing professional development when needed. Students in grades 3-5 will continue to have a 1:1 ipad computer access in their classrooms. (Same as prior year) Students in grades TK, 1st and 2nd will continue to have a 1:1 ipad computer access in their classrooms. (same as prior year) Students in Kindergarten will have a 1:1 ipad computer access in their classrooms.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1-B-1 Provide Apple Laptop computers to all 6th, 7th, & 8th grade students.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient	1-B-1: Apple 1 to 1 Computers Lease: $210,000; Funding Source: LCFF Supplemental;

		__Other Subgroups: _____	
1-B-2 Maintain a full time technology integration teacher who will support the elementary and secondary programs.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	1-B-2: Salaries & Benefits: $67,859; Funding Source: LCFF Supplemental;
1-B-4 Kindergarten students will have a 1:1 iPad ratio to meet their instructional needs.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	1-B-4 Replacement costs: $2000 LCFF Supplemental
1-B-3 All 6th - 8th grade students will be provided with a term of Computer Science.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	1-B-3 This expense is already accounted for through the full time technology integration teacher.
1-B-5 Provide all students in grades 3rd-5th a 1:1 iPad ratio for their instructional needs.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	1-B-5 Replacement costs: $2000 LCFF Supplemental, one time funds
1-B-6 Provide all students in grades TK, 1st and 2nd with a 1:1 iPad ratio for their instructional	Targeted	__All ---------- OR:	1-B-6 Replacement costs: $2000

needs.		X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	LCFF Supplemental

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Laptop 1:1 program will continue with all 6th - 8th grade students being provided with their own personal laptop computer for use in the classroom, as well as at home. 6th - 8th grade students will continue to have access to one term of computer training. K-8 teachers will continue to have access to Technology Integration Teacher for supporting teacher and students in the content classrooms, as well as providing professional development when needed. Students in grades 3-5 will continue to have a 1:1 ipad computer access in their classrooms. Students in grades TK, 1st and 2nd will continue to have a 1:1 ipad computer access in their classrooms. Students in Kindergarten will have a 1:1 ipad computer access in their classrooms.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1-B-1 Provide Apple Laptop computers to all 6th, 7th, & 8th grade students.	Targeted	__All ---------- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	1-B-1: Apple 1 to 1 Computers Lease: $210,000; Funding Source: LCFF Supplemental;
1-B-2 Maintain a full time technology integration teacher who will support the elementary and secondary programs.	Targeted	__All ---------- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	1-B-2: Salaries & Benefits: $65,883; Funding Source: LCFF Supplemental;

1-B-3 All 6th - 8th grade students will be provided with a term of Computer Science.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	1-B-3 This expense is already accounted for through the full time technology integration teacher.
1-B-4 Kindergarten students will have a 1:1 iPad ratio to meet their instructional needs.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	1-B-4 Replacement costs: $2000 LCFF Supplemental
1-B-5 Provide all students in grades 3rd-5th a 1:1 iPad ratio for their instructional needs.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	1-B-5 Replacement costs: $2000 LCFF Supplemental
1-B-6 Provide all students in grades TK, 1st and 2nd with a 1:1 iPad ratio for their instructional needs.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	1-B-6 Replacement costs: $2000 LCFF Supplemental

GOAL:	100% of our teachers will continue to be considered highly qualified and placed appropriately as determined by their credential.	Related State and/or Local Priorities: 1 X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: Professional development - teacher effectiveness

Identified Need:	Currently, San Jose Charter Academy has 100% of its teachers highly qualified. It is our goal to continue hiring only highly qualified teachers when openings occur. While we will continue to hire teaches that are considered highly qualified using the state criteria, SJCA believes that there is a need to continue to provide our teachers with additional professional development that focuses on the implementation of grade/subject level content and the CA State Standards so that they continue to grow professionally. It should also be noted that SJCA teachers work an 8 hour day, with students attending 7.5 hours of the day. The student day is typically 1.5 hours longer than most public schools, and the teacher working day is 1.5 hours more than most teachers are contracted to work. There is a need to fairly compensate staff who are working longer hours to provide students with extended learning opportunities.
Goal Applies to:	Schools: Elementary; Middle Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	100% of our teachers will continue to be highly qualified, strengthening their teaching abilities through additional on-going professional development. All teachers will receive at least two professional development opportunities related to their curriculum area and/or CA State Standards. Teachers' knowledge of GLAD strategies for working with EL students will be further enhanced and measured through a reflection checklist.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2-A-1: Professional Development	Charter-Wide	X All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	2-A-1 Conference/Inservice Registration: $10,000; Funding Source: LCFF.

		__Other Subgroups: _____	Substitute for conference attendees: $7,500; Funding Source: LCFF.
2-A-2: Competitive Teacher Salaries & Benefits	Targeted	_X_All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	2-A-2 2% increase $85,000 LCFF Supplemental 2-A-2 Step and Column $205,000 LCFF 2-A-2: Special Education Teacher Salaries & Benefits: $197,087; Funding Source: AB604. 2-A-2: Read 180 Teacher Salary & Benefits: $90,000; Funding Source: LCFF/LCFF Supplemental.
2-B-1: Stipend for staff presenter for GLAD..	Targeted	_X_All ---------- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	2-B-1: Professional Development: $1000; Funding Source: LCFF Supplemental.
2-B-2 Teacher GLAD coordinator will attend GLAD training throughout the year.	Targeted	_X_All ---------- OR: __Low Income pupils _X_English Learners	2-B-2 $2500 for the training. LCFF supplemental

		__Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	100% of our teachers will continue to be highly qualified. All teachers will receive at least two professional development opportunities related to their curriculum area and/or CA State Standards. Teachers' knowledge of GLAD strategies for working with EL students will be further enhanced and measured through a reflection checklist.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2-A-1: Professional Development	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	2-A-1 Conference/Inservice Registration: $10,000; Funding Source: LCFF. Substitute for conference attendees: $7500; Funding Source: LCFF.
2-A-2: Competitive Teacher Salaries & Benefits	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	2-A-2: Teacher Salaries & Benefits: $4,914,667; Funding Source: LCFF/LCFF Supplemental; Note: Teachers work an 8 hr day which is 1.5 hrs longer than the average 6.5 hr. work

			day. 2-A-2: Special Education Teacher Salaries & Benefits: $201,029; Funding Source: AB604. 2-A-2: Read 180 Teacher Salary & Benefits: $90,000; Funding Source: LCFF/LCFF Supplemental.
2-B-1: Stipend for staff presenter for GLAD.	Targeted	_X_ All ---------- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	2-B-1: Professional Development: $1000; Funding Source: LCFF Supplemental.

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	100% of our teachers will continue to be highly qualified. All teachers will receive at least two professional development opportunities related to their curriculum area and/or CA State Standards. Teachers' knowledge of GLAD strategies for working with EL students will be further enhanced and measured through a reflection checklist.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2-A-1: Professional Development	Charter-Wide	_X_ All ----------	2-A-1 Conference/Inservice

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Registration: $10,000; Funding Source: LCFF. Substitute for conference attendees: $7500; Funding Source: LCFF.
2-A-2: Competitive Teacher Salaries & Benefits	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
2-B-1: Stipend for staff presenter for GLAD.	Targeted	__All ---------- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	2-B-1: Professional Development: $1000; Funding Source: LCFF Supplemental.

GOAL:	Increase San Jose Charter Academy's effectiveness in moving all students toward academic proficiency through the effective delivery of CA State Standards curriculum and instructional practices.	Related State and/or Local Priorities: 1 X 2 X 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Identified Need:	For several years, SJCA staff have instructed students using the former California State standards. SJCA had earned an API of 932 and a 10/10 on the State school ratings. AYP was in the mid 80's for both ELA and Math. With the recent adoption of the CCSS, it is crucial that all staff become familiar with the new standards, as well as instruction strategies for addressing the new standards. It is also essential that the school adopt and purchase updated common core curriculum and technology.
Goal Applies to:	Schools: Elementary; Middle Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Teachers will have access to newly adopted TK-8 curriculum with addresses the new CA State Standards in Math and Writing. TK-8 Teachers will be trained in the newly adopted Math series for their grade levels. TK-8 Teachers will be trained in the newly adopted Step Up To Writing program. Staff will continue to receive professional development related to the effective implementation of the CA State Standards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3-A-1: Provide teachers/staff with external professional development opportunities. This includes the cost of the PD, as well as substitutes.	Charter-Wide	X All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	3-A-1: $10,000 for PD Funding: All $5000 for substitutes Funding: All
3-A-2: Provide Professional Development opportunities for teachers/staff.	Charter-Wide	X All ---------- OR:	3-A-2: Salaries: $51,500; Funding Source: LCFF; Note:

		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Director of Technology (.15), Administrator of Curriculum and Instruction (.15), Administrator of Secondary Education (.15).
3-A-3: Provide all students with access to common core curriculum.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	3-A-3: Common Core Curriculum: $120,000; Funding Source: Common Core, LCFF.
3-B-1: Provide teachers/staff with professional development opportunities from outside sources to address the needs of our targeted populations.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	3-B-1 $10,000 for conferences/workshops- LCFF Supplemental $7500 for substitutes - LCFF Supplemental
3-A-4 Provide teachers with one grade-level/subject level planning day per term for effective CA State Standards implementation.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	3-A-4 $16,000 substitutes LCFF

LCAP Year 2: 2016-17	
Expected Annual Measurable	Teachers will have access to newly adopted TK-8 curriculum with addresses the new CA State Standards History/Social Studies.

Outcomes:	TK-8 Teachers will be trained in the newly adopted History/Social Studies series for their grade levels. Staff will continue to receive professional development related to the effective implementation of the CA State Standards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3-A-1: Provide teachers/staff with external professional development opportunities. This includes the cost of the PD, as well as substitutes.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	3-A-1: $10,000 for PD Funding: All $5000 for substitutes Funding: All
3-A-2: Provide Professional Development opportunities for teachers/staff.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	3-A-2: Salaries: $53,045; Funding Source: LCFF, Title II; Note: Director of Technology (.15), Administrator of Curriculum and Instruction (.15), Administrator of Secondary Education (.15).
3-A-3: Provide all students with access to common core curriculum.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	3-A-3: Common Core Curriculum: $75,000; Funding Source: Common Core, LCFF.
3-B-1: Provide teachers/staff with	Targeted	__All	3-B-1

professional development opportunities from outside sources to address the needs of our targeted populations.		---------- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	$10,000 for conferences/workshops $7500 for substitutes
3-A-4 Provide teachers with one grade-level/subject level planning day per term for effective CA State Standards implementation.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	3-A-4 $16,000 substitutes LCFF

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Teachers will have access to newly adopted TK-8 curriculum with addresses the new CA State Standards in Science TK-8 Teachers will be trained in the newly adopted Science series for their grade levels. Staff will continue to receive professional development related to the effective implementation of the CA State Standards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3-A-1: Provide teachers/staff with external professional development opportunities. This includes the cost of the PD, as well as substitutes.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	3-A-1: $10,000 for PD Funding: All $5000 for substitutes Funding: All
3-A-2: Provide Professional Development opportunities for teachers/staff.	Charter-Wide	_X_All ---------- OR:	3-A-2: Salaries: $51,500; Funding Source: LCFF, Title II;

		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Note: Director of Technology (.15), Administrator of Curriculum and Instruction (.15), Administrator of Secondary Education (.15).
3-A-3: Provide all students with access to common core curriculum.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	3-A-3: Common Core Curriculum: $120,000; Funding Source: Common Core, LCFF.
3-B-1: Provide teachers/staff with professional development opportunities from outside sources to address the needs of our targeted populations.	Targeted	_X_All ---------- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	3-B-1 $10,000 for conferences/workshops $7500 for substitutes
3-A-4 Provide teachers with one grade-level/subject level planning day per term for effective CA State Standards implementation.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	3-A-4 $16,000 substitutes LCFF

GOAL:	Students will successfully complete the 2014-2015 California State Common Core Assessment with students performing above the state average in Language Arts and Math.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: Increase student achievement
Identified Need:	For several years, students have received instruction based on a former set of standards. The new California State Standards are far more in depth and rigorous than the former standards. As stated in the previous goal, students will need access to new curriculum, updated instructional practices, and technology to achieve proficiency. For those students demonstrating a lack of proficiency, intervention options are needed. There is a continuing need to track and "warehouse" proficiency results using a variety of means.	
Goal Applies to:	Schools: Elementary; Middle Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Student proficiency for will be greater than the state average in Language Arts and Math. Provide 2nd-8th grade students access to CA State Standards aligned benchmarks. An additional junior academy Math position will be created to support the implementation of SJCA's Junior Academy Math Pathways course work. All TK-8 students will continue having access to various intervention software. All 6th - 8th students will continue having access to the "Reading to Write" intervention program. All TK-8th grade students will continue to have access to before and after school tutoring in the computer lab. Provide after school tutoring to students. Provide Summer School to the lowest 10% of Kindergarten through 5th grade.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4-A-1: Monthly Benchmarking system will be developed to monitor student progress toward	Targeted	__All	4-A-1: Catapult Program: $16,000;

proficiency on state standards.		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Funding Source: LCFF Supplemental. 4-A-1: Illuminate System: $10,800; Funding Source: LCFF; Note: Attendance System, data warehousing.
4-A-2: Provide all students with access to intervention software to assist with mastery of CA State Standards	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	4-A-2: Scholastic Reading Hosting: $3,000; Funding Source: LCFF 4-A-2: Achieve 3000 Software: $34,000; Funding Source: LCFF 4-A-2: Lexia Software: $5,200; Funding Source: Tile I, LCFF Supplemental. 4-A-2: ST Math Software: $27,500; Funding Source: LCFF Supplemental;
4-A-3: Implement Read to Write Curriculum	Charter-Wide	_X_All ----------	4-A-3: Replacement

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	costs: $500
4-B-1: Provide After School tutoring for SED, EL/RFEP students.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	4-B-1: Stipends: $12,000; Funding Source: LCFF Supplemental;
4-B-2: Create an additional junior academy Math position to support the implementation of SJCA's Junior Academy Math Pathways course work.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	4-B-2: Salary: $80,000; Funding Source: LCFF
4-B-3: Provide Paraprofessional support in computer lab before and after school.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	4-B-3: Salaries: $10,000; Funding Source: Title I; Note: Paraprofessional salaries.
4-B-4 Provide summer school to the lowest 10% of K-5th grade students.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	4-B-4 $75,000 LCFF Supplemental

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Student proficiency for will be greater than the state average in Language Arts and Math. Provide 2nd-8th students access to CA State Standards aligned benchmarks. An additional junior academy Math position will be created to support the implementation of SJCA's Junior Academy Math Pathways course work. All TK-8 students will continue having access to various intervention software. All 6th - 8th students will continue having access to the "Reading to Write" intervention program. All TK-8th grade students will continue to have access to before and after school tutoring in the computer lab. Provide after school tutoring to students. Provide Summer School to the lowest 10% of Kindergarten through 8th grade.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4-A-1: Monthly Benchmarking system will be developed to monitor student progress toward proficiency on state standards.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	4-A-1: Catapult Program: $16,000; Funding Source: LCFF Supplemental. 4-A-1: Illuminate System: $10,800; Funding Source: LCFF; Note: Attendance System, data warehousing.
4-A-2: Provide all students with access to intervention software to assist with mastery of	Charter-Wide	_X_All ----------	4-A-2: Scholastic Reading Hosting:

the CA State Standards.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$3,000; Funding Source: Title I, LCFF Supplemental. 4-A-2: Achieve 3000 Software: $34,000; Funding Source: Title I, LCFF Supplemental. 4-A-2: Lexia Software: $5,200; Funding Source: Tile I, LCFF Supplemental. 4-A-2: ST Math Software: $5,000; Funding Source: LCFF Supplemental; Note: New Program.
4-A-3: Implement Read to Write Curriculum	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	4-A-3: Replacement costs: $500
4-B-1: Provide After School tutoring for SED, EL/RFEP students.	Targeted	__All ----------	4-B-1: Stipends: $12,000; Funding

		OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Source: LCFF Supplemental;
4-B-2: Create an additional junior academy Math position to support the implementation of SJCA's Junior Academy Math Pathways course work.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	4-B-2: Salary: $80,000; Funding Source: LCFF Supplemental
4-B-3: Provide Paraprofessional support in computer lab before and after school.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	4-B-3: Salaries: $10,000; Funding Source: Title I; Note: Paraprofessional salaries.
4-B-4 Provide summer school to the lowest 10% of K-5th grade students.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	4-B-4 $150,000 LCFF Supplemental

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Student proficiency for will be greater than the state average in Language Arts and Math. Provide 2nd-8th students access to CA State Standards aligned benchmarks. An additional junior academy Math position will be created to support the implementation of SJCA's Junior Academy

Math Pathways course work.

All TK-8 students will continue having access to various intervention software.

All 6th - 8th students will continue having access to the "Reading to Write" intervention program.

All TK-8th grade students will continue to have access to before and after school tutoring in the computer lab.

Provide after school tutoring to students.

Provide Summer School to the lowest 10% of Kindergarten through 8th grade.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4-A-1: Monthly Benchmarking system will be developed to monitor student progress toward proficiency on state standards.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	4-A-1: Catapult Program: $16,000; Funding Source: LCFF Supplemental. 4-A-1: Illuminate System: $10,800; Funding Source: LCFF; Note: Attendance System, data warehousing.
4-A-2: Provide all students with access to intervention software to assist with mastery of the CA State Standards.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

		__Other Subgroups: _____	
4-A-3: Implement Read to Write Curriculum	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	4-A-3 Replacement costs: $500
4-B-1: Provide After School tutoring for SED, EL/RFEP students.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	4-B-1: Stipends: $12,000; Funding Source: LCFF Supplemental;
4-B-2: Create an additional junior academy Math position to support the implementation of SJCA's Junior Academy Math Pathways course work.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	4-B-2: Salary: $80,000; Funding Source: LCFF Supplemental
4-B-3: Provide Paraprofessional support in computer lab before and after school.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	4-B-3: Salaries: $10,000; Funding Source: Title I; Note: Paraprofessional salaries.
4-B-4 Provide summer school to the lowest 10% of K-5th grade students.	Targeted	__All ---------- OR:	4-B-4 $150,000 LCFF Supplemental

		_X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

GOAL:	Provide a greater variety of parent training opportunities to assist parents with more effectively supporting their students' academic needs.	Related State and/or Local Priorities: 1__ 2 X 3 X 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: Parent involvement

Identified Need:	During the EL/RFEP parent input meeting, parents expressed the need to have opportunities for developing their English language skills so they can support their children. Parents expressed a need to learn more about technology. Parents expressed a desire to have greater access to training on the CA State Standards.
Goal Applies to:	Schools: Elementary; Middle Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Parents will continue to be offered the opportunity to provide input to the school through a yearly satisfaction survey. SJCA will offer EL and SED parents the Rosetta Stone program for home use. Parents will continue having the opportunity to attend professional development through curriculum nights and parenting classes. A minimum of two workshops will be held. SJCA will implement a new Volunteer tracking system. SJCA will offer EL parents access to the LEXIA software for home use.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5-A-1 Provide a yearly parent survey for parents to gather parent feedback/input.	Charter-Wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	5-A-1: Hourly: $500; Funding Source: LCFF.
5-A-2: Provide parents with CA State Standards workshops.	Charter-Wide	X All	5-A-2: CA State Standards

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	workshops: $5,000; Funding Source: LCFF.
5-B-1: Offer English proficiency opportunities for Non-English speaking parents through computer software programs (e.g. Rosetta Stone)	Targeted	__All ---------- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	5-B-1: Rosetta Stone Software Program: $10,000; Funding Source: LCFF Supplemental; Note: Limited English Parent support.
5-B-2: Provide Parent Expectations Support Achievement classes for parents in both English and Spanish. (We are looking at providing a translator for our Asian speaking parents as well).	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	5-B-2: PESA Classes in both English & Spanish: $2,200; Funding Source: LCFF Supplemental, Title I. 5-B-2: PESA Translator for Asian speaking parents (Mandarin, Cantonese, etc.): $200; Funding Source: LCFF Supplemental.
5-B-3: Provide a Resource Library for our EL/RFEP parents in their native language.	Targeted	__All ---------- OR: __Low Income pupils _X_English Learners	5-B-3: Resource Materials: $2,000; Funding Source: LCFF

		__Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Supplemental.
5-B-4 Provide EL parents with access to LEXIA software for home use.	Targeted	__All ---------- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	5-B-4 $5000 LCFF Supplemental
5-A-3 Implement a new Volunteer tracking system.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	5-A-3 $5000 - LCFF

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Parents will continue to be offered the opportunity to provide input to the school through a yearly satisfaction survey. SJCA will offer EL and SED parents the Rosetta Stone program for home use. Parents will continue having the opportunity to attend professional development through curriculum nights and parenting classes. A minimum of two workshops will be held. SJCA will implement a new Volunteer tracking system. SJCA will offer EL parents access to the LEXIA software for home use.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5-A-1 Provide a yearly parent survey for parents to gather parent feedback/input.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners	5-A-1: Hourly: $500; Funding Source: LCFF.

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
5-A-2: Provide parents with CA State Standards workshops.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	5-A-2: CA State Standards workshops: $5,000; Funding Source: LCFF.
5-B-1: Offer English proficiency opportunities for Non-English speaking parents through computer software programs (e.g. Rosetta Stone)	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	5-B-1: Rosetta Stone Software Program: $10,000; Funding Source: LCFF Supplemental; Note: Limited English Parent support.
5-B-2: Provide Parent Expectations Support Achievement classes for parents in both English and Spanish. (We are looking at providing a translator for our Asian speaking parents as well).	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	5-B-2: PESA Classes in both English & Spanish: $2,200; Funding Source: LCFF Supplemental, Title I. 5-B-2: PESA Translator for Asian speaking parents (Mandarin, Cantonese, etc.): $200; Funding Source: LCFF

			Supplemental.
5-B-3: Provide a Resource Library for our EL/RFEP parents in their native language.	Targeted	__All ---------- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	5-B-3: Resource Materials: $1,000; Funding Source: LCFF Supplemental.
5-B-4 Provide EL parents with access to LEXIA software for home use.	Targeted	__All ---------- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	5-B-4 $5000 LCFF Supplemental
5-A-3 Implement a new Volunteer tracking system.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
5-A-3 Implement a new Volunteer tracking system.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

LCAP Year 3: 2017-18	
Expected Annual Measurable	Parents will continue to be offered the opportunity to provide input to the school through a yearly satisfaction survey.

Outcomes:	SJCA will offer EL and SED parents the Rosetta Stone program for home use. Parents will continue having the opportunity to attend professional development through curriculum nights and parenting classes. A minimum of two workshops will be held. SJCA will implement a new Volunteer tracking system. SJCA will offer EL parents access to the LEXIA software for home use.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5-A-1 Provide a yearly parent survey for parents to gather parent feedback/input.	Charter-Wide	_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	5-A-1: Hourly: $500; Funding Source: LCFF.
5-A-2: Provide parents with CA State Standards workshops.	Charter-Wide	_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	5-A-2: CA State Standards workshops: $5,000; Funding Source: LCFF.
5-B-1: Offer English proficiency opportunities for Non-English speaking parents through computer software programs (e.g. Rosetta Stone)	Targeted	__All ---------- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	5-B-1: Rosetta Stone Software Program: $10,000; Funding Source: LCFF Supplemental; Note: Limited English Parent support.
5-B-2: Provide Parent Expectations Support	Targeted	__All	5-B-2: PESA

Achievement classes for parents in both English and Spanish. (We are looking at providing a translator for our Asian speaking parents as well).		---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Classes in both English & Spanish: $2,200; Funding Source: LCFF Supplemental, Title I. 5-B-2: PESA Translator for Asian speaking parents (Mandarin, Cantonese, etc.): $200; Funding Source: LCFF Supplemental.
5-B-3: Provide a Resource Library for our EL/RFEP parents in their native language.	Targeted	__All ---------- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	5-B-3: Resource Materials: $1,000; Funding Source: LCFF Supplemental.
5-B-4 Provide EL parents with access to LEXIA software for home use.	Targeted	__All ---------- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	5-B-4 $5000 LCFF Supplemental

GOAL:	San Jose Charter Academy will reduce the number of chronically absent students by 15%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5_X_ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Identified Need:	Currently SJCA's attendance rate for all students averages 97.5% For the past several years, SJCA has maintained attendance percentages above the state average. Recent analysis of individual student attendance data revealed 15 students who are chronically absent, with an additional 18 students approaching this status.
Goal Applies to:	Schools: Elementary; Middle Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	The number of students who are chronically absent will decrease by 15%. SJCA will continue to implement a comprehensive attendance incentive system which will include: 1. Recognition of individual students each term with perfect attendance. 2. Recognition of classes with good attendance during monthly assemblies. 3. Implementation of a monthly free dress program for perfect attendance. SJCA will implement a comprehensive attendance monitoring system which will include: 1. Sending home letters at three different marking stages. 2. Making phone calls home. 3. Scheduling meeting with parents of students with poor attendance.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6-A-1 Implement a school-wide attendance system	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	6-A-1: Attendance Incentives/Awards: $2,000; Funding Source: LCFF

		__Other Subgroups: _____	
6-A-2: Implement a comprehensive student attendance monitoring system.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	6-B-1 Salaries - hourly: $2,000; Funding Source: LCFF Supplemental.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	The number of students who are chronically absent will decrease by 15%. SJCA will continue to implement a comprehensive attendance incentive system which will include: 1. Recognition of individual students each term with perfect attendance. 2. Recognition of classes with good attendance during monthly assemblies. 3. Implementation of a monthly free dress program for perfect attendance. SJCA will implement a comprehensive attendance monitoring system which will include: 1. Sending home letters at three different marking stages. 2. Making phone calls home. 3. Scheduling meeting with parents of students with poor attendance.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6-A-1 Implement a school-wide attendance system	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners	6-A-1: Attendance Incentives/Awards: $2,000; Funding Source: LCFF

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Supplemental.
6-A-2: Implement a comprehensive student attendance monitoring system.	Targeted	_X_All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	6-B-1 Salaries - hourly: $1,000; Funding Source: LCFF Supplemental.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	The number of students who are chronically absent will decrease by 15%. SJCA will continue to implement a comprehensive attendance incentive system which will include: 1. Recognition of individual students each term with perfect attendance. 2. Recognition of classes with good attendance during monthly assemblies. 3. Implementation of a monthly free dress program for perfect attendance. SJCA will implement a comprehensive attendance monitoring system which will include: 1. Sending home letters at three different marking stages. 2. Making phone calls home. 3. Scheduling meeting with parents of students with poor attendance.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6-A-1 Implement a school-wide attendance system.	Charter-Wide	_X_All ---------- OR:	

		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
6-A-2: Implement a comprehensive student attendance monitoring system.	Targeted	_X_All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	

GOAL:	SJCA will maintain its low suspension and expulsion rates.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	San Jose Charter Academy is a K-8 school that has a current enrollment of 1229 students. For the 2014-15 school year we had 8 suspensions and no expulsions. While this does not appear to be an area of need, we will continue to work on keeping the suspension and expulsion rate as low as possible.	
Goal Applies to:	Schools: Elementary; Middle Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Suspension rate will be maintained at its low rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7-A-1: Continue implementation of AB1729 "Means of Correction" protocol as an alternate means of discipline before suspending or expelling students.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	7-A-1 7 Habits of Highly Effective Teens $1100 - LCFF
7-A-2 Provide junior academy students with the 7 Habits of Highly Effective Teens program.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$2000 - LCFF

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Suspension rate will be maintained at its low rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7-A-1: Continue implementation of AB1729 "Means of Correction" protocol as an alternate means of discipline before suspending or expelling students.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	7-A-1 7 Habits of Highly Effective Teens $1100
7-A-2 Provide junior academy students with the 7 Habits of Highly Effective Teens program.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$2000 - LCFF

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Suspension rate will be maintained at it's low rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7-A-1: Continue implementation of AB1729 "Means of Correction" protocol as an alternate means of discipline before suspending or expelling students.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	7-A-1 7 Habits of Highly Effective Teens $1100

		__Other Subgroups: _____	
7-A-2 Provide junior academy students with the 7 Habits of Highly Effective Teens program.	Charter-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$2000 - LCFF

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	Increase staff and student technological proficiency as it relates to common core, San Jose Charter Academy will expand staff and student access to technology.	Related State and/or Local Priorities: 1 X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: Expanding access to technology through resources and support.

Goal Applies to:	Schools:	Elementary; Middle
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Laptop 1:1 program will continue with both 6th and 7th grade students being provided with their own personal laptop computer for use in the classroom, as well as at home. All 6th - 8th grade students will receive computer training for one term. K-8 teachers will have access to Technology Integration Teachers to assist for supporting teachers and students in the content classrooms, as well as additional professional development needs relating to the use of technology.	Actual Annual Measurable Outcomes:	SJCA rolled out it's 1:1 Apple computer laptop program to our 6th grade students; expanding the program to both 6th & 7th grades. This provided all 6th and 7th grade students with their own laptops for school and home use. SJCA created two half time technology integration positions. The secondary part time position provided our 6th-8th grade students with one term of computer training. In addition, teachers were also provided technology support in their classrooms. The elementary part time position supported elementary teachers with their technology needs.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide Apple Laptop computers to all 6th, 7th, & 8th grade students.	1-A-1: Apple 1 to 1 Computers Lease: $140,000; Funding Source: LCFF Supplemental; Note: Lease for	SJCA rolled out it's 1:1 Apple computer laptop program to our 6th grade students; expanding the program to both 6th & 7th grades. This provided all 6th and 7th grade students with their own laptops for school and home use.	$63, 427 Apple Financial G7 - LCFF Sup $68,206 Apple Financial G6 - LCFF Sup TOTAL: $131,633 Other:

	both 6th and 7th grade year 1; 6th, 7th, and 8th grade for years 2 and 3.		$8,727 Apple TE laptops - Common Core $2,980 B & H Projectors/DVDs - Lottery $7,322 B & H Projectors - LCFF Sup $16,968 Zones-Expanding Tech - Common Core $58,630 Apple iPad minis for classrooms -LCFF Sup/Common Core $595 B & H Projector - LCFF/LCFF Sup $25,103 Zones Lab Equipment/licenses - LCFF/LCFF Sup TOTAL: $120,409
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Create 2 .5 FTE Technology Integration positions.	1-A-2: Salaries & Benefits: $63,964; Funding Source: LCFF Supplemental; Note: Elementary	SJCA created two half time technology integration positions. The secondary part time position provided our 6th-8th grade students with one term of computer training. In addition, teachers were also provided technology support in their classrooms. The elementary	$24,183 Trisha Phan .5 FTE - LCFF Sup $27,518 Mark Malana .5 FTE - LCFF Sup TOTAL: $51,701

	& JA Technology Specialists.	part time position supported elementary teachers with their technology needs.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	SJCA will continue it's expansion of technology by placing more iPad in the elementary classrooms. The school would like to implement a 1:2 iPad program into the kindergarten classrooms. SJCA will also maintain a full time technology integration position instead of the (2) .5 positions.		

Original GOAL from prior year LCAP:	100% of our teachers will continue to be considered highly qualified and placed appropriately as determined by their credential.	Related State and/or Local Priorities: 1 X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools:	Elementary; Middle
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	100% of our teachers will be highly qualified, strengthening their teaching abilities through on-going professional development. Teachers' knowledge of GLAD strategies for working with EL students will be expanded.	Actual Annual Measurable Outcomes:	SJCA staff received extensive professional development (PD) to strengthen their teaching abilities. For example, PD resources such as DataWorks provided teachers with new knowledge in the area of Explicit Direct Instruction. To stay competitive with our surrounding area, SJCA teachers received a 6% salary increase. The outcome for the GLAD presenter was partially met.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2-A-1: Professional Development	Conference/Inservice Registration: $10,000; Funding Source: LCFF. Substitute for conference attendees: $5,000; Funding Source: LCFF.	SJCA staff received extensive professional development (PD) to strengthen their teaching abilities. For example: PD resources such as DataWorks provided teachers with new knowledge in the area of Explicit Direct Instruction.	$3345 Various Professional development/conferences-LCFF $499 Catapult Reading to Writing Training - LCFF Sup $5997 Various professional development/conferences - LCFF/LCFF Sup $1939 Data works workshop materials -

			Common Core TOTAL: $11,780 $1948 For Substitutes - LCFF
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
2-A-2: Competitive Teacher Salaries & Benefits	2-A-2: Teacher Salaries & Benefits: $4,723,824; Funding Source: LCFF/LCFF Supplemental; Note: Teachers work an 8 hr day which is 1.5 hrs longer than the average 6.5 hr. work day. 2-A-2: Special Education Teacher Salaries & Benefits: $193,222; Funding Source: AB604. 2-A-2: Read 180 Teacher Salary & Benefits: $90,000; Funding Source: LCFF/LCFF Supplemental.	To stay competitive with our surrounding area, SJCA teachers received a 6% salary increase.	$2,184,967 for Competitive Salaries - Funding Source: All

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
2-B-1: Stipend for staff presenter for GLAD.	2-B-1: Professional Development: $2,500; Funding Source: LCFF Suppleental.	This action is still in the development phase. The person identified as our GLAD (Guided Language Acquisition Design) was promoted into a Lead Teacher position and has become part of the school's leadership team. She did some minor work towards the end of the year, and it is our plan to expand her role as a GLAD coordinator in the coming year.	$300 for GLAD stipend - LCFF Sup $1708 B-GLAD training and traveling expenses.
Scope of Service:	Targeted	Scope of Service:	
_X_ All ---------- OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The person identified as our GLAD (Guided Language Acquisition Design) was promoted into a Lead Teacher position and has become part of the school's leadership team. She did some minor work towards the end of the year, and it is our plan to expand her role as a GLAD coordinator in the coming year. Expand conference attendance for administrator to include topics relating specifically to secondary education and programs.		

Original GOAL from prior year LCAP:	Increase San Jose Charter Academy's effectiveness in moving all students toward academic proficiency through the effective delivery of Common Core curriculum and instructional practices.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Goal Applies to:	Schools: Elementary; Middle Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Teachers will have access to new common core curriculum: K-5 Success For All Reading Program, 3-5 Math Bridged Edition SJCA will be piloting a new 6-8 common core/Next Generation Science program. K-5 teachers will be trained in the new "Bridging" Math curriculum. K-5 Teachers will be trained in the updated Common Core edition of the Success For All program. Junior Acadmy Language Arts teachers will be trained in the "Reading to Write" intervention program. Teachers will continue to receive training specific to the needs of unduplicated students.	Actual Annual Measurable Outcomes:	Teachers gained access to new common core curriculum: K-5 Success For All Reading Program, 3-5 Math Bridged Edition SJCA did not pilot new 6-8 common core/Next Generation Science program. There were no pilots available. The Next Generation Science progam's timeline was adjusted by the State of CA. K-5 teachers were trained in the new "Bridging" Math curriculum. K-5 Teachers were trained in the updated Common Core edition of the Success For All program. Junior Acadmy Language Arts teachers were trained in the "Reading to Write" intervention program. Teachers received training opportunities specific to the needs of unduplicated students.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3-A-1: Provide teachers/staff with professional	3-A-1: Common	Teachers/staff were provided with extensive	

development opportunities from outside sources.	Core Conferences: $10,000; Funding Source: LCFF, Common Core.	professional development (PD) opportunities to increase their effectiveness in the delivery of the common core standards. They also received PD for new common core curriculum purchased by the school.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
3-A-2: Provide Professional Development opportunities for teachers/staff.	3-A-2: Salaries: $50,000; Funding Source: LCFF, Title II; Note: Director of Technology (.15), Administrator of Curriculum and Instruction (.15), Administrator of Secondary Education (.15).	Teachers/staff received on-going professional development for our Administrators of Curriculum/Instruction and Technology to increase their effectiveness in the delivery of the common core and instructional practices.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

3-A-3: Provide all students with access to common core curriculum.	3-A-3: Common Core Curriculum: $85,000; Funding Source: Common Core, LCFF.	SJCA purchased the updated common core editions for Everyday Math and Success For All Reading for grades K-5. The Reading to Write program was purchased for our 6th-8th program.	$25,263 Pearson Everyday Math - LCFF $29,355 Success For All - LCFF $1778 Success For All - Common Core $430 L-E-T-(Gr. 1) LCFF Sup $1,745 ETA Cuisenaire Math sup - LCFF/LCFF Sup
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
3-B-1: Provide teachers/staff with professional development opportunities from outside sources.	John Antonetti Workshops: $22,000; Funding Source: LCFF Supplemental. CCSA: $4,000; Funding Source: LCFF	Substitutes were provided for teachers attending workshops and conferences.	$27,500 John Antonetti Workshop - LCFF Sup $1770 CCSA Conference - LCFF Sup $13,195 Substitutes - LCFF/LCFF Sup

	Supplemental. Substitutes for conference attendees: $10,500; Funding Source: LCFF Supplemental.		
Scope of Service:	Targeted	Scope of Service:	Targeted
_X_ All ---------- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continued work needs to be done with the implementation of the Next Generation Science Standards.		

Original GOAL from prior year LCAP:	Students will successfully complete the 2014-2015 California State Common Core Assessment with unduplicated students performing at a minimum of 3.96% above the state average in Language Arts and Math.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: Increase student achievement
Goal Applies to:	Schools: Elementary; Middle Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Based on findings from Field Test implementation, SJCA will determine what will need to be put in place for the 2015 testing to better assist the student administration of the SBAC Test. Student proficiency for unduplicated students will be at a minimum 2.5% higher than the state average in Language Arts and Math. K-5 unduplicated students will have access to an ELA intervention teacher. All K-8 students will continue to have access to various intervention software. All K-8 students will begin having access to new ST Math intervention software. All 6th - 8th grade students will begin having access to the new "Reading to Write" intervention program. All K-8 students will begin having access to tutoring session lead by certificated staff.	Actual Annual Measurable Outcomes:	Using information from the field test, as well as the practice tests that were made available to schools, SJCA was able to create a process and schedule to ensure optimal testing conditions. Data relating to student proficiency for unduplicated students is not currently available. This section of the plan will be updated as soon as the school receives the information. K-5 unduplicated students had access to an ELA intervention teacher. Effectiveness of position is of concern. Students did not consistently show progress. It was also difficult coordinating all grade levels. All K-8 students continued to have access to various intervention software. (Lexia, Achieve 3000, ST Math, etc.) The new ST Math intervention software was made available to all K-8 students. The new "Reading to Write" intervention program was made available to all 6th-8th grade students. While tutoring session lead by certificated staff did not

			begin this year at all levels, there were areas in which it did occur: Kindergarten, 5th grade, and 6th-8th Math.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4-A-1: Monthly Benchmarking system will be developed to monitor student progress toward proficiency on state standards.	4-A-1: Catapult Program: $16,000; Funding Source: LCFF Supplemental. 4-A-1: Illuminate System: $26,000; Funding Source: LCFF; Note: Attendance System, data warehousing.	2nd-8th grade students participated in the monthly benchmarking system. The Illuminate System was purchased to serve as a comprehensive data collection warehouse.	$17,936 Catapult Learning Benchmark System - LCFF Sup Illuminate Software System - attendance warehouse/data - LCFF
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
4-A-2: Provide all students with access to intervention software to assist with mastery of Common Core Standards.	4-A-2: Scholastic Reading Hosting: $3,000; Funding	A variety of software programs were provided to students. These programs include Achieve 3000, Lexia, and ST Math. In addition, SJCA	$43,332 Apple iPad for Elementary

	Source: Title I, LCFF Supplemental. 4-A-2: Achieve 3000 Software: $34,000; Funding Source: Title I, LCFF Supplemental. 4-A-2: Lexia Software: $5,200; Funding Source: Tile I, LCFF Supplemental. 4-A-2: ST Math Software: $27,500; Funding Source: LCFF Supplemental; Note: New Program.	purchased the hosting option for Scholastic Reading to provide our staff anytime/anywhere access to data.	computer lab - LCFF Sup/common core $22,960 Zones lab equipment - LCFF/LCFF sup $1,686 Zones - headsets for software - LCFF Sup $215 Zones (cases) - LCFF Sup $14,351 Zones: Meraki Cloud/licenses - LCFF $4350 Scholastic Reading Hosting - T1 & LCFF Sup $3653 B & H Doc Camera/Proj - LCFF Sup $3724 Apple equipment - LCFF/LCFF Sup $8720 Scholastic Education - LCFF Sup $889 Tiburon projector mounting - LCFF $9892 Cisco - Server upgrade leases - LCFF $1983 Apple

			TV/Comp - After school Prog. $75 Apple TV - LCFF/LCFF Sup TOTAL: $118,435 $32,507 Achieve 3000 - T1, Common Core, and T 2 $799 Alexandria - LCFF Sup $4,450 Rosetta Stone - student - LCFF Sup TOTAL: $37,756 $10,800 Lexia Software - T1 & LCFF Sup $27,000 Mind Research (ST Math) - LCFF Sup
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
4-A-3: Implement Reading to Write Curriculum	4-A-3: Read to Write Curriculum: $16,000; Funding	The Reading to Write curriculum was implemented in grades 6th-8th.	$15,753 Catapult Reading to Write - LCFF Sup

	Source: LCFF Supplemental; Note: 6th - 8th year 1 implementation; 3-8th years 2-3.		
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
4-B-1: Provide After School tutoring for SED, EL/RFEP students.	4-B-1: Stipends: $12,000; Funding Source: LCFF Supplemental; Note: Teacher provided tutoring.	Tutoring services were only provided for 5th grade students and 6th-8th grade Math students. Some kinder students received tutoring before school. Summer School program was implemented.	At this time the programs are being done by teachers on a volunteer basis or during their work day (Kinder) $43,770 K-2 Summer School Program - T1
Scope of Service:	Targeted	Scope of Service:	Targeted
_X_ All ---------- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
4-B-2: Create an Intervention Teacher position	4-B-2: Salary:	An intervention teaching position was created.	$53,924 Donna

	$80,000; Funding Source: LCFF Supplemental, Title I; Note: .8 FTE.		McNeill - LCFF Sup
Scope of Service:	Targeted	Scope of Service:	Targeted
_X_ All ---------- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	
4-B-3: Provide Paraprofessional support in computer lab before and after school.	4-B-3: Salaries: $10,000; Funding Source: Title I; Note: Paraprofessional salaries.	Paraprofessional support was provided in the elementary computer lab before and after school.	
Scope of Service:	Targeted	Scope of Service:	
_X_ All ---------- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		__All ---------- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	More work will be done to establish a tutoring program at all grade levels. ELA Intervention teaching position will be eliminated.		

Original GOAL from prior year LCAP:	Provide a greater variety of parent training opportunities to assist parents with more effectively supporting their students' academic needs.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools:	Elementary; Middle
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Parents will be provided the opportunity to provide input to the school through a yearly satisfaction survey. Parents of EL/RFEP students will be offered an on-line subscription of the Rosetta Stone English language development program. Parents will have the opportunity to attend professional development through curriculum nights and parenting classes. Parents will begin to have access to trainings through webinars.	Actual Annual Measurable Outcomes:	Parents were given with the opportunity to provide input to the school through a yearly satisfaction survey. Parents of EL/RFEP students were offered an on-line subscription of the Rosetta Stone English language development program. Parents were given the opportunity to attend professional development through curriculum nights and parenting classes. Parents did not have access to trainings through webinars.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide a yearly parent survey for parents to gather parent feedback/input.	5-A-1: Hourly: $540; Funding Source: LCFF.	Parents were given the opportunity to complete an LCAP parent survey, as well as Parent Customer Satisfaction survey.	No expenditure has been necessary at this point. We utilized

			a free on-line survey (Survey-Monkey)
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
5-A-2: Common Core Curricular Nights/Webinars	5-A-2: Common Core Curricular Nights/Webinars: $5,000; Funding Source: LCFF.	SJCA provided an SFA Reading night for parents, as well as Common Core information. In addition, all parents were provided information about grade level curriculum and programs during our SJCA Back-to-School Nights.	The Common Core night were held; however, there was no cost associated with the events.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
5-B-1: Offer English proficiency opportunities for Non-English speaking parents through computer software programs (e.g. Rosetta Stone)	5-B-1: Rosetta Stone Software Program: $10,000; Funding Source: LCFF Supplemental; Note: Limited English Parent support.	All parents of EL/REP students were given access to a Rosetta Stone software subscription.	$4,000 for Rosetta Stone licenses - LCFF Sup $1,315 for Zones (parent headsets) - LCFF Sup

Scope of Service:	Targeted	Scope of Service:	Targeted
_X_ All ---------- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
5-B-2: Provide Parent Expectations Support Achievement classes for parents in both English and Spanish. (We are looking at providing a translator for our Asian speaking parents as well).	5-B-2: PESA Classes in both English & Spanish: $2,200; Funding Source: LCFF Supplemental, Title I. 5-B-2: PESA Translator for Asian speaking parents (Mandarin, Cantonese, etc.): $200; Funding Source: LCFF Supplemental. 5-B-2: Back To School Night EL Parent Table: $200; Funding Source: LCFF Supplemental; Note: 5-B-2: Establish EL/RFEP parent table during Back to School Night to provide	Our counselor provided PESA workshops for parents in both English and Spanish.	$2,200 Presenter stipends - T1 & LCFF Sup $790 LACOE Materials - LCFF Sup

	resources for the upcoming school year.		
Scope of Service:	Targeted	Scope of Service:	Targeted
_X_ All ---------- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
5-B-3: Provide a Resource Library for our EL/RFEP parents in their native language.	5-B-3: Resource Materials: $1,000; Funding Source: LCFF Supplemental.	A resource library has been started, however, it is in its early stages.	$3,286 SharpSchool (email/web accounts) LCFF
Scope of Service:	Targeted	Scope of Service:	Targeted
_X_ All ---------- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	SJCA would like to expand the parent workshops to include grade level curriculum nights. The school also needs to continue to explore the use of webinars for parent training opportunities.		

Original GOAL from prior year LCAP:	San Jose Charter Academy's unduplicated student attendance will improve.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
Goal Applies to:	Schools: Elementary; Middle Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Unduplicated students will achieve an attendance rate of 97%. SJCA will create a comprehensive attendance incentive system.	Actual Annual Measurable Outcomes:	Unduplicated students achieved an attendance rate of 97.25%. SJCA rewards its students with the following: 1. Perfect attendance certificates, 2. Homebase classes can earn a free dress day for every 25 days of perfect attendance, 3. Classrooms posting good attendance are recognized monthly at SJCA's Core Values Assemblies,

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Recognize classes with 97.5% or higher attendance rate at monthly 6-6-A-1: Assemblies. Drawings for prizes for perfect attendance twice a year. Auto Dialer goes out nightly to make parents aware of absences. Attendance Letters are sent home monthly.	6-A-1: Attendance Incentives/Awards: $2,000; Funding Source: LCFF Supplemental.	All classes posting a monthly attendance rate of 97.5% or higher were recognized during their monthly Core Values Assembly. Attendance letters were sent home in accordance with the number of days a student was absent. SJCA's autodialer informs parents of their child's absence on a daily basis.	$1,067 Positive Promotions (rewards) - LCFF Sup

Scope of Service:	Targeted	Scope of Service:	Targeted
__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____		__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
6-B-1: Personnel to monitor attendance and family outreach.	6-B-1 Salaries - hourly: $1,000; Funding Source: LCFF Supplemental.	SJCA has identified personnel to monitor attendance and send out letters. Our school calendar has started our attendance outreach program.	$2,041 One Call Now - T1
Scope of Service:	Targeted	Scope of Service:	Targeted
__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____		_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	There is a need to develop a comprehensive attendance plan, which includes consistent monitoring as well as incentives.		

Original GOAL from prior year LCAP:	SJCA will reduce pupil suspension rates by 10% of the number of pupils suspended.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools:	Elementary; Middle	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	Suspension rate will be kept at or below 21 students.	Actual Annual Measurable Outcomes:	For the 2014-2015 school year, students were suspended.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
7-A-1: Continue implementation of AB1729 "Means of Correction" protocol as an alternate means of discipline before suspending or expelling students.		Administration implemented AB1729.	$1064 Barnes and Nobel (7 Habits of Highly Effective Teens) - T1
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress	None

and/or changes to goals?	

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$700,557

$701,200

Goal 1: Lease Apple laptop computers to support SJCA's 1:1 laptop computer program for $194,000.
Goal 1: Create one technology integration teacher positions for $80.000
Goal 1: Provide Kinder with a 1:1 iPad minis program for $20,000
Goal 1: Provide 3rd - 5th Grade with a 1:1 iPad program for $175,000
Goal 1: Replacement costs for $2000
Goal 2: 2% salary increase to address longer instructional day for students for $85,000
Goal 2: Provide stipend for GLAD professional development for $3500
Goal 3: Provide teachers/staff with professional development opportunities for $10,000
Goal 3: Provide teacher with substitutes for $7500
Goal 4: Implement monthly benchmark system for $16,000
Goal 4: Provide after school tutoring from certificated staff for $12,000
Goal 4: Implement Summer School for $75,000
Goal 5: Provide EL/RFEP parents with Rosetta Stone on-line English language development program for $10,000.
Goal 5: Provide parents of targeted students LEXIA software - $5000
Goal 5: Provide "Parent Expectations Support Achievement (PESA)" classes for $2200

Goal 5: Provide a resource library for our EL/RFEP parents in their native language for $2000.
Goal 6: Cost of hourly personnel for monitoring attendance for $2000.

Approximately $684,500 of LCFF supplemental grant funds are identified for use with targeted students; however, these actions will be include all students. These actions/programs will enhance the learning opportunities for our unduplicated students, while at the same time benefiting students charter-wide. Items include: student technology, technology integration teacher, benchmark system, high quality teaching staff who teach a longer day, summer school and tutoring.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

8.45 %	

San Jose Charter Academy
2014-15 Second Interim
LCAP PROPORTIONALITY CALCULATION (for 2015-16 Year)

STEP 1: Determine target Supplemental and Concentration Grant funding:

LCFF Target Supplemental Grant:	895,479	
LCFF Target Concentration Grant	-	
2014-15 Total Target Supplemental & Concentration Grant Funding:		$ 895,479

Step 2: Determine Prior Year Expenditures to Support Unduplicated Pupils:

Prior Year Unduplicated Pupil Expense	480,043	
Total 2014-15 Expenditures to Support Unduplicated Pupils:		$ 480,043

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Step 3: Calculate the Gap between PY Expenses and Target Supp.+Conc. Grants:
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2015-16 Total Target Supplemental & Concentration Grant Funding:	895,479	
Total 2014-15 Expenditures to Support Unduplicated Pupils:	(480,043)	
Total Gap between PY Expenses and Target Supp.+Conc. Grants:		**$ 415,436**

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Step 4. Calculate the increase in estimated supplemental and concentration grant funding:
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Total Gap between PY Expenses and Target Supp.+Conc. Grants:	415,436	
Percentage of LCFF gap funded in 2015-16:	53.08%	
Total Increase in Supplemental/Concentration Grant Funding:		**$220,513**

Step 5. Calculate total estimated supplemental and concentration grant funding:

Total 2014-15 Expenditures to Support Unduplicated Pupils:	480,043	
Total Increase in Supplemental/Concentration Grant Funding:	220,513	
Total 2015-16 estimated supplemental and concentration grant funding:		**$700,55**

Step 6 & 7: Calculate Minimum Proportionality Percentage:

Total 2015-16 estimated supplemental and concentration grant funding:	700,557	
Total 2015-16 LCFF base funding:	8,291,085	
Total 2014-15 Minimum Proportionality Percentage:		**8.45%**

Actions/services and costs listed in 3.C demonstrate how these services for unduplicated students are being increased by 8.45% as compared to the services provided by all pupils.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060- 52077, and 64001, Education Code; 20 U.S.C. Section 6312.