

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Jose Charter Academy	Erin Shiroma Superintendent-Principal	erin.shiroma@sjcharter.com 626.856.1693 x4001

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percentage of Teachers who perceive themselves to be proficient in the delivery of instruction through the use of the Promethean Interactive whiteboard.	0	30%	80%	96%	88%
Increase the percentage of students proficient in the use of Google Classroom	1st - 2nd 0% 3rd - 5th 25% 6th - 8th 50%	1st - 2nd 30% 3rd - 5th 50% 6th - 8th 75%	1st - 2nd 75% 3rd - 5th 88% 6th - 8th 96%	1st - 2nd :85% 3rd - 5th: 95% 6th - 8th: 100%	1st-2nd: 65% 3rd-5th: 85% 6th-8th: 95%
Provide instructional staff Promethean Board professional development to strengthen their	0	5	13	14	12

proficiency levels. (Priority 1)					
Provide professional development to strengthen proficiency levels in Aeries (Priorities 4 & 5)	0	3	11	10	5

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, efforts were directed towards achieving the goal of enhancing staff and student technological proficiency within the school community. Several initiatives were undertaken to facilitate access to technology, provide professional development opportunities, offer instructional support, and improve infrastructure.

Initiatives included providing additional devices, expanding internet access, and implementing software solutions to support teaching and learning. Professional development workshops and training sessions were organized to equip staff with the necessary skills and knowledge to integrate technology effectively into their instructional practices. The latter part of the year was intently focused on artificial intelligence (AI) in schools and the classroom.

Regular instructional support was offered to teachers through coaching, mentoring, and peer collaboration platforms, fostering a culture of continuous improvement in technological pedagogy. Infrastructure enhancements, such as upgrades to network infrastructure and the establishment of digital learning environments, were prioritized to ensure a robust technological ecosystem conducive to teaching and learning.

Significant progress was achieved in enhancing staff and student technological proficiency. Teachers reported increased confidence in utilizing technology for instructional purposes, while students demonstrated improved digital literacy skills and proficiency in leveraging technology to support their learning endeavors.

However, challenges were encountered in identifying methods and strategies in engaging our teaching, student and parent community in AI. One unanticipated barrier that emerged during the previous year was the complexity associated with the integration of artificial intelligence (AI) tools and applications into the school's technological ecosystem. While the potential benefits of AI in enhancing personalized learning experiences and streamlining administrative processes were recognized, the practical implementation posed unforeseen challenges.

Technical Expertise Requirement: The effective utilization of AI tools necessitated a high level of technical expertise among staff members. The gap in AI literacy and proficiency among staff presented a significant hurdle in identifying and implementing the capabilities of AI-powered solutions.

Data Privacy and Security Concerns: The adoption of AI technologies raised concerns regarding data privacy and security, particularly in the collection, storage, and analysis of sensitive student information. Ensuring compliance with data protection regulations and safeguarding the privacy rights of students and staff became a paramount consideration, requiring comprehensive policies and protocols to be developed and implemented.

Equity and Bias Mitigation: The risk of biases and existing inequities through AI algorithms was an unexpected challenge that demanded careful consideration. Ensuring fairness, transparency, and inclusivity in AI-driven decision-making processes became a focal point, necessitating the implementation of rigorous evaluation frameworks and bias mitigation strategies.

Resource Intensiveness: AI initiatives proved to be resource-intensive, requiring substantial investments in infrastructure, software licenses, and staff training. Competing priorities caused constraints on the scalability and sustainability of AI projects, prompting a reevaluation of resource allocation strategies and partnership opportunities.

Addressing these unanticipated barriers required collaborative efforts among stakeholders, including administrators, educators, technology specialists, and community members. Proactive measures, such as targeted professional development programs, robust data governance frameworks, and ethical AI guidelines, were adopted to navigate the complexities associated with AI implementation and maximize its potential benefits while mitigating risks. Despite these challenges, the commitment to advancing technological proficiency remained unwavering, and strategies were continually refined to address emerging needs and barriers.

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

Overall, the material differences between budgeted and actual expenditures were primarily driven by higher-than-expected costs for technology. The increase in the laptops was due to replacing units that were borrowed by students over two cycles (six years) and decided it would be more equitable to have all students receive a grade level refresh regardless of Lease or Borrow client.

The differences between the replacement iPads versus the purchase of licenses is due to a similar situation as the laptops: equity. The Google Chrome licenses to convert older laptops are perpetual and didn't require renewal.

By addressing the technological needs with a focus on equity and standardization, SJCA enhanced the quality of services provided, ensuring that all students had access to reliable and up-to-date technology for their educational needs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Access to Technology:

Effectiveness: Access to technology was significantly enhanced through initiatives such as the provision of additional devices and the expansion of internet connectivity. Students and staff reported improved access to digital resources, facilitating greater engagement and collaboration in learning activities.

Impact: Increased access to technology contributed to greater participation in digital learning initiatives and facilitated the integration of technology into instructional practices. However, challenges persisted in ensuring equitable access among all student populations, particularly those from underserved communities.

Professional Development:

Effectiveness: Professional development opportunities were provided to equip staff with the skills and knowledge necessary to effectively integrate technology into teaching and learning. Workshops, training sessions, and ongoing support mechanisms were implemented to support continuous learning and capacity-building.

Impact: Staff reported increased confidence and proficiency in utilizing technology for instructional purposes, leading to enhanced engagement and effectiveness in delivering digital learning experiences. However, sustaining momentum and addressing the diverse needs of educators proved to be ongoing challenges.

Instructional Support:

Effectiveness: Various forms of instructional support, including coaching, mentoring, and peer collaboration platforms, were implemented to assist teachers in leveraging technology to enhance pedagogical practices. Feedback mechanisms and data-driven insights were utilized to tailor support interventions to individual needs.

Impact: Instructional support initiatives facilitated the implementation of best practices in technology-enhanced teaching and learning, resulting in improved student outcomes and academic performance. However, ensuring consistent and equitable access to support resources remained a persistent challenge,

particularly in decentralized school settings.

Infrastructure Improvement:

Effectiveness: Investments were made in upgrading infrastructure components such as network connectivity, digital learning environments, and hardware infrastructure to create a robust technological ecosystem supportive of teaching and learning.

Impact: Infrastructure improvements enhanced the reliability and performance of technology systems, reducing downtime and optimizing the learning environment. However, resource constraints and competing priorities limited the extent of infrastructure upgrades, resulting in some disparities in technological capabilities across school sites.

Overall, while progress was made in advancing staff and student technological proficiency throughout the three-year LCAP cycle, certain challenges persisted, and the effectiveness of specific actions varied. Continued investment in professional development, equitable access to technology, and ongoing support mechanisms will be essential in sustaining momentum and achieving lasting impact in enhancing technological proficiency across the school community. Additionally, lessons learned from the implementation of previous actions can inform strategic adjustments and refinements in future LCAP cycles to better address evolving needs and priorities.

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

ACTIONS: We have maintained most actions to support our technology infrastructure. We have moved one of the actions, specifically related to our web filtering service to support the expanded use of AI for students and staff.

METRICS: We have included a new metric that includes proficiency towards ISTE technology standards to provide students a pathway of understanding the technical skills required to use devices and software to enhance their learning experience.

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Increase in the number of activities/events that promote a positive and supportive work environment. (Priority 6)	12	15	32	48	25
Increase in the number of PD opportunities available to staff. (Priority 2)	10	15	47	53	40
Maintain at 100% appropriately assigned teachers. (Priority 1)	100%	100%	100%	100%	100%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.
<p>In the previous year, San Jose Charter Academy dedicated significant resources and effort towards achieving the goal of attracting and retaining top talent within the school community. Various initiatives were undertaken to enhance recruitment strategies, optimize compensation packages, foster a supportive work climate, and prioritize professional development opportunities for employees.</p> <p>Recruitment Strategies: The school implemented targeted recruitment campaigns aimed at attracting highly qualified candidates for vacant positions. Efforts were made to engage with diverse talent pools through job fairs, networking events, and partnerships with educational institutions. SJCA partners with teacher education programs, providing opportunities for initial classroom observations to student teacher assignments.</p>

Compensation Package Enhancement: The school conducted comprehensive reviews of compensation structures to ensure competitiveness in the market. Adjustments were made to salary scales and benefits packages to better align with industry standards and meet the evolving needs of employees.

Supportive Work Climate: Strategies were implemented to cultivate a positive and inclusive work environment, including initiatives to promote work-life balance and opportunities for professional growth. Employee feedback mechanisms were established to solicit input and address concerns related to workplace culture and climate.

Professional Development: Ongoing, purposeful and intentional professional development opportunities were offered to employees to include, but not limited to daily professional development with team members, fostering a culture of collaboration, conference attendance to support schoolwide TK-8 initiatives to enhance their skills, knowledge, and job satisfaction.

Moving forward, it will be important for the school to continue evaluating and refining its approach to talent management to ensure alignment with the overarching goal of fostering a supportive and thriving work environment for all employees.

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

Action #1 was fulfilled; however, we reclassified expenditures towards other expiring federal monies. The professional development conferences and workshops met the guidelines set forth as well as aligned to our written plan. By reallocating funds strategically and ensuring that all actions were carried out as planned, SJCA was able to meet its objectives efficiently and effectively. The reclassification of expenditures towards expiring federal monies exemplifies our commitment to prudent financial management while continuing to support our goals for improved educational services.

Action #2: The actual costs incurred were higher than budgeted due to an increase in statutory benefits. This increase could be due to several factors, such as changes in legislation, higher-than-expected healthcare costs, or adjustments in pension contributions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Professional development is a cornerstone at SJCA where all staff have an opportunity to participate in a variety of sessions. We believe the actions were incredibly effective in supporting ongoing learning and personal development. There are support structures throughout the school and within each staff member's teams, leading to increased teacher and collective efficacy. The collective efficacy among teachers was strengthened, leading to a more cohesive and capable teaching community, ultimately benefiting the entire school.

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

There are no changes to the goal, metrics, desired outcomes, or actions.

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
SBAC proficiency metric for SED Student ELA and Math (Priorities 4 & 8))	2018-2019 ELA SED Proficiency: 73.4% 2018-2019 Math SED Proficiency: 64.9% (No SBAC Testing in 19-20/20-21SY)	2021-2022 ELA SED Proficiency: 75% 2021-2022 Math SED Proficiency: 67%		not yet known	ELA SED Proficiency: 76% Math SED Proficiency: 68%
Reading Inventory and Math Inventory increase in proficiency for SED students (Priorities 4 & 8)	Reading (RI): 64% overall, grades 2-8 Math (MI): 56% overall, grades 2-8	Reading (RI): 69% overall, grades 2-8 Math (MI): 61% overall, grades 2-8	Reading (RI): 73% overall, grades 2-8 Math (MI): 61% overall, grades 2-8	not yet known	Reading (RI): 72% overall, grades 2-8 Math (MI): 64% overall, grades 2-8
Increase in teacher efficacy percentages relating to instructional use of formative assessment as measured through teacher survey. (Priority 2)	0%	50%	88%	83%	75%
Maintain or exceed 50% Proficiency (ELPAC) (Priority 4)	58.89%			64.7	Maintain or exceed 50% proficiency.
Maintain or exceed 25% reclassification rate. (Priority 4)	25%			45%	Maintain or exceed 25%.
Maintain 100% of students having access to a Board Course of study. (Priority 7)	100%	100%	100%	100%	100%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were few substantive differences in planned actions and actual implementation, San Jose Charter Academy has seen several positive outcomes and impacts from its efforts:

1. Professional Development Opportunities: The professional development opportunities fostered a collaborative culture among the staff. Teachers shared best practices and innovative instructional strategies, leading to a more cohesive teaching community.

Impact: Teachers felt more supported and connected, which improved morale and job satisfaction. This, in turn, positively affected their teaching effectiveness and student engagement.

2. Grade-Level/Subject-Level Planning Days: Even with reduced planning time, teachers used the opportunity to focus on the most critical aspects of the curriculum. They became more efficient in their planning and prioritized key standards and learning objectives.

Impact: The focused planning led to more targeted instruction in the classroom, helping students achieve a deeper understanding of essential concepts.

3. Intervention Software: When utilized, the intervention software provided valuable data on student performance and areas needing improvement. This data helped teachers tailor their instruction to meet individual student needs.

Impact: Students who regularly used the intervention software showed noticeable improvement in their proficiency levels, leading to a more personalized and effective learning experience.

4. Literacy Coordinator (TOSA): The Literacy Coordinator, despite their expanded role, successfully implemented several literacy initiatives, such as reading challenges and literacy-themed events, which fostered a love for reading among students.

Impact: These initiatives increased student interest and engagement in reading, leading to improved reading skills and higher literacy rates across the school.

5. Reading Tutoring: The reading tutoring sessions that were conducted had a significant positive impact on students who participated. These students made measurable gains in their reading proficiency.

Impact: Improved reading skills among tutored students led to greater confidence and academic success, positively affecting their overall performance and attitude towards learning.

6. Math Coordinator (TOSA): The Math Coordinator managed to introduce new math resources and activities that made math more accessible and enjoyable for students, even with their broader responsibilities.

Impact: Students' attitudes towards math improved, and they became more engaged in learning. This led to better performance in math assessments and a stronger foundation in mathematical concepts.

7. Additional Math Positions: The presence of additional math teachers, allowed for smaller class sizes and more personalized attention.

Impact: Students benefited from the increased individual attention, which helped them grasp difficult concepts more effectively and improved their overall math proficiency.

Overall Positive Impact:

The efforts and adaptations made by San Jose Charter Academy have created a more supportive and engaging learning environment. The school's focus

on professional development, targeted planning, and intervention programs has led to improved student outcomes and a stronger, more collaborative teaching community. These positive changes have set a foundation for continued growth and success in moving students toward academic proficiency.

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

Action #1 was fulfilled; however, we reclassified expenditures towards other expiring federal monies. The professional development conferences and workshops met the guidelines set forth as well as aligned to our written plan. By reallocating funds strategically and ensuring that all actions were carried out as planned, SJCA was able to meet its objectives efficiently and effectively. The reclassification of expenditures towards expiring federal monies exemplifies our commitment to prudent financial management while continuing to support our goals for improved educational services.

Action #3 reflects a higher expenditure due to software licensing that does not expire at the sunset of funding a don't therefore, did not meet the guidelines for federal use.

Action #5 reflects an increased expenditure due to the extended absence of staff and additional hiring of staff to support students in reading tutoring.

Action #13 was fulfilled and progress has been made. Instead of sending staff to various conferences, we embedded Professional Development to daily and weekly opportunities for all teachers. They continued to deepen their understanding and apply new technology tools to supporting the Standards Based Learning initiative.

Action #14 expenditures were fulfilled through Mango World Language through our Expanded Learning Opportunities Program (ELOP) expenses, offering in-school and after school world language experiences and learning. Cultural practices and customs were also explored through these enrichment classes. All middle school students, those who directly qualify, as well as those who do not, were afforded access to the program. Elementary students were exposed to world language and will continue to build this program as we expand licenses.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the specific actions taken during the three-year LCAP cycle were highly effective in making progress toward SJCA's goal of meeting student proficiency in California standards in English language arts and math. The professional development, collaborative planning, intervention software, specialized coordinators, tutoring programs, and additional math positions collectively contributed to significant improvements in teaching quality and student learning outcomes. These actions ensured that students were better prepared and more proficient in meeting the state standards.

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

We will be using a new assessment system, NWEA MAP that will help us to monitor student progress with greater specificity. The detail and understanding for both students and staff are more accessible and therefore, provide timely feedback and allow for more targeted instructional adjustments.

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Provide school-wide opportunities for parents to re-engage as partners post COVID-19. (Priorities 3 & 6)	0	10	28	34	25
Offer a variety of parent workshops and trainings through in-person, zoom, podcasts, webinars, etc. (Priorities 3 & 6)	0	10	32	36	25
Increase opportunities for parents to participate in the decision-making process. (Priority 3)	3	3	11	10	7

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Despite some challenges and lower-than-expected participation in certain areas, San Jose Charter Academy's efforts to increase parent participation have had several positive outcomes. The consistent use of communication platforms like Parent Square and Zoom has improved accessibility and engagement. Incentive programs and workshops have fostered a stronger home/school connection, and resources such as the LEXIA software and Parent University workshops have provided valuable support to parents. These actions have contributed to a more engaged and supportive parent community, enhancing the overall educational experience for students.

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

Action #12: \$5000 was allocated in the budget for parent outreach events. This amount was intended to cover all necessary expenses to ensure the successful execution of these events. A significant portion of goods and services for the parent outreach events was donated. This reduced the actual expenditures required to host the events, resulting in only \$2500 being spent instead of the budgeted \$5000.

Action #13: The variance in budgeted versus estimated actual expenditures is due to an adjustment to the classified salary schedule and extra duty assignments.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parents are very satisfied with the support they have to ensure their efforts help their child and parenting success and increased confidence. Greater parental awareness and understanding of school processes and resources resulted in increased engagement and support for student learning. The ParentSquare communication system strengthened communication between parents and school staff, facilitating greater parental involvement and support. It creates a space for higher engagement with the communication system indicating improved parent-school collaboration, leading to enhanced support for student success.

Increased clerk time facilitated improved communication and support for Sped. parents, resulting in enhanced engagement and satisfaction with school services.

Increased clerk time facilitated improved communication and support for Sped. parents, resulting in enhanced engagement and satisfaction with school services.

In summary, the specific actions implemented significantly contributed to the success of Goal 4 by providing numerous opportunities for parent engagement, addressing their diverse needs, and fostering a supportive school community. These efforts resulted in improved parent involvement, communication, and satisfaction, ultimately supporting student success and academic achievement.

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

Action #1: We discontinued the use of the Qualitrics survey system due to the purchase of other survey options to target school belonging, student wellness, and have access to open-ended, anonymous survey feedback.

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

Goal

Goal #	Description
5	San Jose Charter Academy will maintain a school culture that supports community wellness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Reduce the number of chronically absent students. (Priority 5)	42	35		To be determined by final CALPADS reporting	30
Maintain low middle school dropout rate. (Priority 5)	0	0	0	0	0
Maintain low suspension rate at fewer than 10 students. (Priority 6)	4	Fewer than 10 students.	8	4	5
Maintain low student expulsion rate. (Priority 6)	0	Keep expulsion rate to .25% or less.	0	0	<0.25%
Increase in number of students reporting respect for individual differences. (Priority 6)	85%	86%		88%	90%
Reduction in percentage of student reporting harassment.	11%	10%		8%	7%
Activities/events to support mental health awareness.	0	NA	NA	27	10
Activities/events to increase alcohol, tobacco, and vaping awareness.	0	NA	NA	3	3

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

SJCA successfully implemented most planned actions, with some enhancements based on community feedback and evolving needs. These efforts ensured a supportive and inclusive school culture, contributing positively to community wellness.

We did not fully implement the Equity in Education action due to the time conflicts with our presenter. We have begun the trainings with the author in June 2024 with our Leadership Team and counseling staff. There are plans for the 2024-2025 school year, starting with the speaker on our opening day for all staff.

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

Action #1: The material differences between budgeted and actual expenditures for the student attendance improvement program are primarily due to the cost-effective strategy of using prizes as incentives. This was our first year in utilizing larger student incentives. Spending only one-tenth of the planned budget yielded successful outcomes, significantly improving attendance rates. This efficiency resulted in substantial cost savings, which can be redirected to other initiatives or used to expand the current program. Future efforts can focus on leveraging this success to improve the rate of chronic absenteeism further, enhancing the overall impact of the program and recognize students on a broader basis.

Action #5 & #10: The actual expenditure was significantly lower than budgeted, as the project was paused due to construction activities and the functional use of the space for other purposes. Ongoing construction work in the library room delayed the expansion activities, preventing the expenditure of the planned budget on new resources and enhancements. The space was being used for other functional activities during the construction period, further pausing any planned expenditures for the expansion.

Action #7: The professional learning experiences and continuing initiative will continue to enhance and uplift our whole community. The work is multilayered and takes time. Therefore, we were very intentional in our planning and execution of initiative roll out this year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, SJCA successfully implemented most planned actions, with some enhancements based on community feedback and evolving needs. These efforts were highly effective in ensuring a supportive and inclusive school culture, contributing positively to community wellness. The partial implementation of the Equity in Education action did not detract significantly from the overall progress, as foundational steps were taken, and full implementation is planned for the upcoming school year.

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

We are utilizing a variety of surveys and measures to better define and track metrics. Specifically, measuring students' self-reporting of one's strengths and aligning it with attendance, social-emotional wellness and school belonging.

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Jose Charter Academy	Erin Shiroma Superintendent-Principal	erin.shiroma@sjcharter.com 626.856.1693 x4001

Plan Summary 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

San Jose Charter Academy, a school of choice, the 142nd charter school in California, has long been an advocate for working with families for the healthy development and education of their children. Since our establishment in 1998, we’ve been dedicated to ensuring our partnership with parents and the community with three hallmark principles: trust, safety, and opportunity.

Unique in school design and organizational structure, our school offers students and parents an educational opportunity where the school day is enhanced with fine arts and physical activity, taught by teachers who are specifically qualified and credentialed. This intentional design, therefore, extends the school day for our students one hour longer than the average American school day. All first through eighth-grade students attend school for 7.5 hours and our Transitional Kindergarten (TK) and kindergarten students attend 6.5 hours of school daily.

Our 1256 students know themselves as SJCA Shark’s and as they progress each year, they take on the identity of a new type of shark. Each grade level is referred to as a “house.” Each “house” is named after a specific Shark, creating a strong sense of grade level identity and belonging, broader than their own classroom, yet smaller than one class amongst many others. Grade levels are clustered to address developmental needs, referred to as “academies,” Primary (K-2), Elementary (3-5), and Junior Academy (6-8). This design supports students, families, and teachers bringing cohesion and collaboration amongst stakeholders: “a community within a community” approach.

When our students arrive every morning, parents entrust us with their well-being. Our children must feel safe and secure in order to learn. A child’s natural state of curiosity only emerges after he/she has established that there is nothing threatening in the environment. SJCA aspires to help all students feel safe while within our learning spaces, and cared for physically, socially, and emotionally.

Our teachers and staff continue to engage our children sound teaching through proven methods that meet the needs of each student. Teacher collaboration is an essential component at SJCA to meet the diverse needs of our students. Individual teams optimize their strengths and with the steering of the teams’ leadership, articulate and collaborate across grade levels, including academies. This is achieved through the intentional, structural design to the teachers’ professional day. All teams meet daily (while their students attend their physical education or fine arts classes) to study and plan student outcomes based on learning objectives, discuss behaviors that promote or detract from student outcomes and analyze assessments to determine appropriate supports for intervention and enrichment.

Purposeful and intentional instruction is inclusive of addressing our students socio-emotional, leadership and executive functioning skills. As our teams collaborate, we

maintain the following learning goals that were established at our school's inception in 1998:

Behold a spirit for pursuing learning
Be highly literate and intellectually curious
Communicate effectively
Think critically and consider an opposing argument
Solve conflict constructively
Maintain a core set of values including wisdom, justice, courage, compassion, hope, respect, responsibility, justice and integrity
Exercise perseverance, leadership, and compassion in caring for yourself and others and the world we share
Be economically self-sufficient in the 21st century's global marketplace

While our goals are still current, the strategies we have incorporated over time have evolved. There have been significant pivotal practices, increased expectations and transformational events in the last five years. Some initiatives that have had a significant impact include Franklin Covey's Leader In Me program, California's statewide MTSS initiative, and educational equity, involving all TK-8th grade students. With the support of additional COVID-19 recovery funds, we have been able to expand our student support services by incorporating a team of Utility Teachers who support students who are returning to school, those who may have been learning remotely from home, and to provide intervention and enrichment supports to all classrooms. We have also been able to increase access to school-based counselors and for those who benefit from more intensive support, have created community partnerships with mental health organizations to support our students and staff with individualized methods.

SJCA takes pride in being twice selected as a 2009 and 2016 National Blue Ribbon School, and as a California Distinguished School for 2004, 2008, and 2012. In addition, we have been awarded the Title 1 Achieving school award for many years. While we are truly honored by these recognitions, SJCA continues to have a growth mindset of a school in continuous improvement. This sense of pride has continued to radiate.

SJCA has made strong connections and partnerships within our community. Parents are very supportive of our efforts and continue to show their appreciation through their volunteerism and participation in a variety of school activities. We have formed strong partnerships with the city of West Covina and local service clubs. Our dedicated and knowledgeable staff, supportive parents, and involved community members all work collaboratively for the sole purpose of providing a world-class education to all San Jose Charter Academy students.

We are dedicated to uphold and working towards our vision, that "San Jose Charter Academy inspires students to create, innovate and imagine limitless possibilities: To dream. To do. To change."

Reflections: Annual Performance

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

There are NO identified subgroups in the red. San Jose Charter Academy has implemented and aligned academic rigor, staff professional development, and instruction to the California Standards. We used a variety of data to reflect on our professional practice and engage students who showed various types of needs: academic, social, emotional, and physical. We used the MTSS framework to investigate and discuss student needs and to develop support protocols for academic intervention, behavioral needs and social-emotional needs, as well as relationship and community building.

Teachers continued to focus on implementing an enhanced, systematic approach to standards-based learning and formative assessment to inform instruction. In addition, they were trained in social-emotional learning, positive behavioral and pro-social strategies to rebuild student engagement, capacity, and leadership. Professional development continued professional development in technology so teachers could continue to improve instruction. Staff engaged in professional development within daily team meetings, after school, and attended virtual or in-person conferences.

The 2023 California Schools Dashboard data of our significant subgroups reflect:

ENGLISH LANGUAGE ARTS

Schoolwide: 47 points ABOVE standard

Socio-economic-Disadvantaged: 33.2 points ABOVE standard
Hispanic: 34.5 points ABOVE standard
Asian: 102 points ABOVE standard
Students with Disabilities: .9 points ABOVE standard

MATHEMATICS

Schoolwide: 15.6 points ABOVE standard
Socio-economic-Disadvantaged: 1.2 points ABOVE standard
Hispanic: 1.5 points BELOW standard
Asian: 95.1 points ABOVE standard
Students with Disabilities: 40.3 points BELOW standard

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.
Does not apply

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.
Does not apply

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.
Does not apply

Engaging Educational Partners

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

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

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

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

Educationa l Partner(s)	Process for Engagement
Students	focus group, online survey

	<p>Student Lighthouse Team: termly ASB: termly ELOP Student Groups: termly</p> <p>Students enjoy the school day activities that allow them to interact with cross age groupings. They also enjoy the spirit-based activities and events that promote school pride.</p>
Parents	<p>ParentSquare, in-person focus group, advisory committee meeting, survey</p> <p>School Site Council Parent Teacher Organization Board DELAC Advisory Room Parents</p> <p>One of the key discussions and feedback were focused on parent involvement in education workshops. While they would really like to participate, it becomes challenging with a commuter-based population. Suggestions include adding meals/hearty snacks to support families in attendance to evening events.</p>
Staff	<p>in-person focus group, advisory committee meeting, survey</p> <p>Leadership Team House Team Meetings School Site Council Parent Teacher Organization Board Lighthouse Advisory</p> <p>Staff express the ongoing need to align and prioritize strategies to support student growth. Further, key findings indicate a need to support collective efficacy in instructional strategies.</p> <p>Parent-Teacher Organization Board members report strong relationships and partnership. They would like to continue to partner with school initiatives.</p>
Administration	<p>in-person (individual and group) conversations</p> <p>Administrators provide insights on improving operational efficiency, including suggestions for optimizing school schedules, enhancing support services, and streamlining processes to better support teaching and learning.</p> <p>Administrators provide data and analysis on student performance, attendance, and other key metrics. This data is essential for setting realistic goals and measuring progress, ensuring the LCAP is both ambitious and achievable.</p>
Community Members	<p>in-person, online, telephonic communication</p> <p>West Covina Kiwanis Merrill Gardens Greater West Covina Association West Covina Council Member</p> <p>Community members would like to support SJCA's students, families and staff in school-wide and individual needs.</p>
SELPA Executive Director	<p>online, in-person and telephonic communication</p> <p>June 2024: Dr. Turner discussed the identified needs of increasing professional development in the area of Math. The needs of many districts in the SELPA share this concern as well.</p>

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

The feedback from educational partners was crucial in shaping the adopted LCAP, ensuring that the plan was responsive to the needs and priorities of the school community. By addressing the identified needs and incorporating suggested improvements, the LCAP was able to enhance communication, mental health support, academic assistance, equity and diversity initiatives, and overall student engagement and wellness. This collaborative approach ensured that the LCAP was a comprehensive and effective strategy for promoting the success and well-being of all students at San Jose Charter Academy.

LCAP Monitoring Parent and Staff groups reviewed the actions, and effectiveness, providing feedback throughout the school year. Additionally, online and in-person surveys and focus groups provided generalized parent feedback opportunities.

Students in various grade levels and interest groups were provided multiple interactions through Google Form surveys, student focus/small group discussions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	San Jose Charter Academy will increase staff and student technological proficiency through access, professional development, instructional support and sound infrastructure.	Broad Goal

State priorities address by this goal.

1, 5

An explanation of why the LEA has developed this goal.

Increasing staff and student technological proficiency through access, professional development, instructional support, and sound infrastructure is a strategic goal that aligns with the needs of a modern educational environment. It prepares students for future success, enhances learning and teaching, promotes equity, improves efficiency, ensures adaptability, fosters innovation, and develops global competence. This goal positions San Jose Charter Academy to provide high-quality, future-ready education that meets the demands of the 21st century.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase the percentage of staff who perceive themselves to be proficient in the integration of Artificial Intelligence, i.e., optimizing generative AI to optimize the learning environment.	To be determined during Fall 2024			50% of teachers integrate AI tools for staff and/or student use	
2	Number of professional development sessions	5 sessions with 80% perceived effectiveness			15 sessions with 80% perceived effectiveness	

	attended by staff and the perceived effectiveness of these sessions					
3	Number of project-based learning activities integrating technology-based tools and resources with collaborative outcomes using Magic School AI.	To be determined during Fall 2024			50% increase year-over-year	
4	Use International Society for Technology in Education (ISTE) standards) or school-created assessments to evaluate student skills.	To be determined during Fall 2024			Increase 25% year over year from baseline.	

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	Many of our most vulnerable students do not have access to their own devices at home. Providing all students with a laptop computer ensures all have equal access.	\$102,000.00	Yes
2	Provide professional development opportunities for staff.	Professional development is essential to the effective integration of technology into the classroom.	\$20,000.00	Yes
3	Aristotle Web Search Filter	This filter is designed to assist the school in monitoring and safe-guarding student internet use.	\$14,099.21	Yes
4	Replacement iPads		\$16,000.00	No

Goal

Goal #	Description	Type of Goal
2	San Jose Charter Academy will attract and retain top talent through effective recruitment strategies, maintaining an attractive compensation package, developing our employees through purposeful and intentional professional development, and adapting/adopting strategies that create a supportive work climate.	Broad Goal

State priorities address by this goal.

1, 2, 6

An explanation of why the LEA has developed this goal.

SJCA believes our greatest assets for an optimal student learning environment are our teachers and support staff. We must attract and retain top talent to fulfill our vision of providing a superior education. Initial first teaching is critical for ensuring student progress, achieved when teachers are encouraged to innovate and refine their craft through various professional development and training opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Number of activities or events that promote a positive and supportive work environment	2023-2024 School Year: 32 events			2026-2027 School Year: 40 events	
2	Increase the number of PD opportunities available to staff	2024-2025 School Year: 47 opportunities			2026-2027 School Year: 55 opportunities	
3	Percentage of fully credentialed and appropriately	100%			100%	

	assigned teachers					
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Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide professional development opportunities for staff.	PD is one of the cornerstones of SJCA. Strengthening both knowledge and instructional delivery is key in sustaining top talent. PD will prioritize a focus on improving progress for our most vulnerable students.	\$35,000.00	Yes
2	Lead Teacher and Grade/Subject Level Coordinator Stipends	Provide stipends to our Lead Teachers and Grade/Subject level Coordinators. These positions are vital in the growth and support of our teaching staff.	\$107,793.00	Yes

3	Create Resource Library	Create a resource library for staff on such topics as standards based grading, management, instructional equity, etc.	\$2,000.00	Yes
4	Provide on-site professional development using designated staff	Professional is one of the cornerstones of our SJCA program. Providing teachers with weekly professional development is essential in strengthening their instructional knowledge and efficacy.	\$33,445.00	No
5	Provide competitive compensation and benefits due to the extension of the school day (7.5 hours)	Offering competitive compensation and benefits directly addresses the extended work hours, helping to attract and retain highly qualified and motivated staff. By doing so, it fosters a positive work environment, enhances job satisfaction, and reduces turnover. This stability and continuity in staffing contribute to a more consistent and higher-quality educational experience for students, leading to better academic outcomes and overall school performance.	\$175,000.00	No

Goal

Goal #	Description	Type of Goal
3	San Jose Charter Academy will increase student performance outcomes and achievement through intervention and comprehensive support systems (Pupil Outcomes).	Broad Goal
State priorities address by this goal.		
4, 7		
An explanation of why the LEA has developed this goal.		
By implementing these strategies and monitoring progress through the metrics of priorities 4 and 8, we aim to create a supportive learning environment that empowers students to achieve their full potential, fostering a culture of academic excellence within our school community. The metrics and actions are grouped together as the data is aligned with the measurable outcomes for these actions.		

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CASSPP/CAA ENGLISH-LANGUAGE ARTS outcomes by subgroup	ENGLISH LANGUAGE ARTS Schoolwide: 47 points ABOVE standard Socio-economic-Disadvantaged: 33.2 points ABOVE standard Hispanic: 34.5 points ABOVE standard Asian: 102 points ABOVE standard White: 38.2 points ABOVE standard			ENGLISH LANGUAGE ARTS Schoolwide: 53 points ABOVE standard Socio-economic-Disadvantaged: 39.2 points ABOVE standard Hispanic: 43.5 points ABOVE standard Asian: 108 points ABOVE standard White: 44.2 points ABOVE standard English Learners: 33.8 points ABOVE standard Students with Disabilities: 6 points ABOVE standard	

		<p>English Learners: 27.8 points ABOVE standard</p> <p>Students with Disabilities: .9 points ABOVE standard</p> <p>SCIENCE Schoolwide: 15.6 points ABOVE standard</p> <p>Socio-economic-Disadvantaged: 1.2 points ABOVE standard</p> <p>Hispanic: 1.5 points BELOW standard</p> <p>Asian: 95.1 points ABOVE standard</p> <p>White: 7.8 points ABOVE standard English Learners: 10.7 points ABOVE standard</p> <p>Students with Disabilities: 40.3 points BELOW standard</p>				
2	CASSPP/CAA ENGLISH-LANGUAGE ARTS outcomes by subgroup	<p>MATHEMATICS Schoolwide: 15.6 points ABOVE standard</p> <p>Socio-economic-Disadvantaged: 1.2 points ABOVE standard</p> <p>Hispanic: 1.5 points BELOW standard</p>			<p>MATHEMATICS Schoolwide: 21.6 points ABOVE standard</p> <p>Socio-economic-Disadvantaged: 7.2 points ABOVE standard</p> <p>Hispanic: 4.5 points ABOVE standard</p>	

		<p>Asian: 95.1 points ABOVE standard</p> <p>White: 7.8 points ABOVE standard</p> <p>English Learners: 10.7 points ABOVE standard</p> <p>Students with Disabilities: 40.3 points BELOW standard</p>			<p>Asian: 101 points ABOVE standard</p> <p>White: 13.8 points ABOVE standard</p> <p>English Learners: 16.7 points ABOVE standard</p> <p>Students with Disabilities: 30 points BELOW standard</p>	
3	CAST/CAA SCIENCE outcomes by subgroup	<p>ALL SCHOOL: 39%Met or Exceeded</p> <p>GRADE 5: 44% Met or Exceeded</p> <p>GRADE 8: 34% Met or Exceeded</p>			<p>ALL SCHOOL: 45% Met or Exceeded</p> <p>GRADE 5: 50% Met or Exceeded</p> <p>GRADE 8: 40% Met or Exceeded</p>	
4	Percentage of English Learners who are making progress on the ELPAC	<p>55.81% of students are Well Developed</p> <p>37.21% of students are Moderately Developed</p>			<p>59.81% of students are Well Developed</p> <p>41.21% of students are Moderately Developed</p>	
5	English Learner Reclassification Rate	Spring 2024: 45% of students reclassified			Spring 2027: 60% of students reclassified	
6	NWEA Reading MAP Growth Measure (Proficient and Exceeding)	<p>All Students: 64%</p> <p>Socio-Economic Disadvantaged: 57%</p> <p>English Learners: 46%</p> <p>Students with Disabilities: 50%</p>			<p>All Students: 70%</p> <p>Socio-Economic Disadvantaged: 63%</p> <p>English Learners: 52%</p> <p>Students with Disabilities: 56%</p>	
7	NWEA Math MAP Growth Measure	<p>All Students: 59%</p> <p>Socio-Economic Disadvantaged: baseline</p>			<p>All Students: 65%</p> <p>Socio-Economic</p>	

	(Proficient and Exceeding)	will be determined Fall 2024 English Learners: baseline will be determined Fall 2024 Students with Disabilities: baseline will be determined Fall 2024			Disadvantaged: increase of 6% by Fall 2027 English Learners: increase of 6% by Fall 2027 Students with Disabilities: increase of 6% by Fall 2027	
8	Number of extracurricular and enrichment programs and services developed and provided to low income, English learners and foster youth	13 activities added to current programming			16 activities added to current programming	
9	Number of extracurricular and enrichment programs and services developed and provided to students with disabilities	4 activities added to current programming			8 activities added to current programming	
10	English learner access to state content and English Language Development Standards	100%			100%	
11	Percentage of students who have access to academic content and	100%			100%	

	performance standards in a broad course of study					
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Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide professional development opportunities for staff.	PD is one of the cornerstones of SJCA. Strengthening both knowledge and instructional delivery is key for increasing student proficiency. PD will positively improve progress for our most vulnerable students.	\$35,000.00	Yes

2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Teachers will be provided with a planning day per term for the purpose of planning out lessons focused on the effective delivery of CA standards to our most vulnerable students.	\$53,922.00	Yes
3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Our most vulnerable students will have access to the following software programs: Achieve 3000, ST Math, Don Johnson (SWD) and Fast Forward.	\$7,200.00	Yes
4	Teacher on Special Assignment - Literacy Coordinator	This position will facilitate the delivery of effective instruction to our most vulnerable reading students. In addition, the position will track data on these students to be analyzed and shared.	\$146,636.74	Yes
5	Provide reading tutoring.	On a daily basis, reading tutors will work with our most vulnerable 1st grade reading students to provide early intervention.	\$132,527.20	No
6	Implement Illuminate KDS benchmarking system	This system will enable teachers to effectively access, house, and monitor CA State standards benchmarking data.	\$9,508.00	Yes
7	Reprographics Supply and Maintenance	Reprographics needs of our Title 1 students	\$19,903.00	No
8	Instructional supplies	Purchase instructional supplies to support our school's Title 1 School-wide program.	\$16,834.00	No
9	Purchase student agenda/planner for all 1st-8th grade students	A student's executive function is supported through the use of a student agenda/planner.	\$6,500.00	No
10	Teacher on Special Assignment - Math Coordinator	The Math Coordinator will support TK-8th Math instruction.	\$137,181.34	Yes
11	Hire 2 FTE Utility Teachers	Utility teachers will be used to support lower student/teacher ratio during instruction, as well as, provide intervention services to struggling students.	\$203,086.97	Yes
12	Standards-based Learning Initiative	Teacher leaders will continue identifying methods of standards-based instruction and assessment. This multi-year initiative will include professional development, conference attendance, and work time.	\$15,000.00	Yes
13	Maintain two additional Math positions.	These additional Math positions will enable the school to lower Math class size in our attempt to address the needs of our most vulnerable Math students.	\$247,175.02	Yes
14	In School and After School STEM Club	Provide students with the opportunity to participate in an after school STEM club. Actions includes staff stipends and cost of materials.	\$5,886.00	No
15	Provide teachers with two grade-level Science and Social Studies planning days for effective state standards implementation.	Teachers will be provided with a planning day per term for the purpose of planning out lessons focused on the effective delivery of CA Science and Social Studies standards to our most vulnerable students.	\$11,000.00	Yes
16	World Language Before School Class		\$20,000.00	No

Goal

Goal #	Description	Type of Goal
4	San Jose Charter Academy will foster an inclusive and engaged school community by enhancing parent participation through effective communication, diverse workshop opportunities, and activities that strengthen the home-school connection.	Broad Goal

State priorities address by this goal.

3, 6

An explanation of why the LEA has developed this goal.

SJCA serves a diverse student body with varying cultural and linguistic backgrounds. Developing this goal allows the school to address the unique needs of all families, ensuring that communication and engagement strategies are inclusive and accessible to everyone. Many parents face barriers to involvement, such as work schedules, language differences, and lack of familiarity with the educational system. By offering flexible and varied opportunities for engagement, SJCA aims to remove these barriers and make it easier for all parents to participate meaningfully. Extensive research shows that students perform better academically and socially when their parents are actively involved in their education. By fostering greater parent participation, SJCA aims to create an environment where students receive the support they need both at school and at home, leading to improved academic outcomes and personal growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Provide school-wide opportunities for parents to engage as partners	23 events with 85% average rating of workshops being useful and informative			30 events with 85% of participants rating the workshops as useful and informative	
2	Response rate and feedback quality from annual parent surveys.	238 parent responses in the annual survey			300 parent responses in the annual survey	
3	Percent of caregivers' satisfaction with	88% overall satisfaction			91% overall satisfaction	

	the way SJCA includes them in decisions that affect their child.					
4	Average Parent Participation count per meeting - District English Learner Advisory Committee (DELAC)	23 parents			40 parents	

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide yearly parent survey and multiple opportunities to engage parent feedback and decision making	Gathering input and feedback is essential in the planning of school programs, parent training, etc using the survey from our Leader in Me comprehensive school program as well as other high-tech, low-tech engagements with families.	\$2,500.00	No
2	Parent and Family "University"	Strengthening our parents' knowledge of curriculum and effective instructional practices greatly enhances their ability to assist their children at home, specifically our most vulnerable students. In addition, training and workshops can be provided covering a variety of other topics. These topics will be identified through a parent survey.	\$5,000.00	Yes
3	Offer literacy opportunities for families using LEXIA software program.	While the LEXIA system is being implemented for our TK-8th grade students, our upper level program is written in a more mature format and can be used with our EL parents. The cost of this program is funded through the Extended Learning Opportunities Plan.	\$0.00	Yes
4	Provide resource library for our EL/RFEP parents.	In addition to the resource booklets we house in the main office, SJCA would like to provide our EL and RFEP parents with individual resource books in their native language where appropriate.	\$5,697.00	Yes
5	Continued use of the Parent Square communication system.	On-going and timely communication is essential in building an efficient and effective partnership with our school community. This system also allows for internal messaging.	\$4,450.00	No
6	Contract with Zoom	Through distance learning, we learned the value of this communication tool. We would like to continue its use for parent workshops and meetings.	\$4,000.00	Yes
8	Foothill Family Mental Health Parent Workshops	Mental Health continues to be an area of focus for our families. Our contract with Foothill Family to provide a valuable resource for our families.	\$2,000.00	Yes
9	Implement Navigate360 system	This visitor sign in system adds to the security of our school community and peace of mind our parents have been seeking. We have opted to increase scope of emergency preparedness in updating to a new, more robust system.	\$4,431.00	No
10	Expand school counselor responsibilities to include serving as homeless liaison.	The needs of our unhoused population will be addressed more efficiently through the support of a homeless liaison.	\$12,469.00	No
11	Family Outreach Opportunities	SJCA would like to create opportunities for parents/guardians and school staff to connect during the school year.	\$5,000.00	Yes
12	Student with Disabilities Clerk	This new position will serve as a liaison between the school and parents to ensure parents needs are being met regarding records keeping and home-school communications.	\$75,000.00	Yes
13	Create an updated website through Final Site to promote pertinent information to community members about SJCA and offer a more robust communication portal for families.	On-going and timely communication is essential in building an efficient and effective partnership with our school community. The ability to archive and post timely information is essential as we build community partnerships.	\$24,500.00	Yes

14	Provide parent training through workshops and purchase of materials.	Purchase the materials, which will be provided to the parents at no cost. This program is a strategic opportunity for parents to acquire skills in assisting their children with academic progress.	\$6,437.00	No
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Goal

Goal #	Description	Type of Goal
5	San Jose Charter Academy will cultivate a supportive, inclusive, and nurturing school culture by promoting physical, mental, and emotional wellness through comprehensive programs, proactive initiatives, and strong community partnerships.	Broad Goal

State priorities address by this goal.

5, 6, 8

An explanation of why the LEA has developed this goal.

<p>There is a strong correlation between student wellness and academic success. Students who are physically healthy, mentally stable, and emotionally supported are more likely to excel academically. By prioritizing wellness, SJCA creates an optimal learning environment.</p> <p>Proactive wellness initiatives help prevent issues before they arise. By implementing programs that promote healthy lifestyles and early intervention strategies, SJCA aims to reduce the occurrence of physical and mental health problems among students.</p> <p>Teaching students to manage their wellness equips them with essential life skills. These skills help students adapt to various challenges and build resilience, preparing them for future success beyond school.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Number of counselor-led wellness activities, both structured classroom and cross-age settings.	18 activities schoolwide			40 activities schoolwide	
2	Reduce the percentage of chronically absent students	12.6%			10%	

3	Maintain high student attendance rates	95%			96.5%	
4	Maintain 0% middle school dropout rate	0%			0%	
5	Maintain low suspension rate	0.5% suspended at least one day			0.3% suspended at least one day	
6	Maintain low student expulsion rate at least 0.25%	0%			0%	
7	Student perception of school safety and connectedness	OVERALL MRA SURVEY RESULTS: My teacher understands me as a person: 85% School Belonging: 78% Student Empowerment: 84% School Climate: 84%			OVERALL MRA SURVEY RESULTS: My teacher understands me as a person: 88% School Belonging: 81% Student Empowerment: 87% School Climate: 87%	

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain a comprehensive student attendance monitor system.	This system will consist of a number of school personnel working together to monitor students who are in jeopardy of becoming chronically absent. This system will include the addition of student incentives.	\$2,000.00	Yes
2	Smart Social Program	Students and parents (grades 4th - 8th) will participate in a social media safety and branding program.	\$10,000.00	Yes
3	Provide the SJCA community experiences (assemblies, seminars, workshops, Teen Truth) that support SEL.	Throughout the year, administration will be contracting with agencies to provide SEL opportunities.	\$11,900.00	Yes
4	Maintain a full time counselor to support student wellness and belonging	Through individualized support, SEL programs, crisis intervention, parent engagement, staff development, and initiatives to foster inclusion, the counselor will play a pivotal role in creating a nurturing and supportive school environment where all students can succeed.	\$0.00	Yes
5	Continue to expand school libraries to include more diverse selections.	This action provides students with more access to reading sources, print or online access, to pursue areas of interest.	\$9,650.00	Yes
6	Continue with the implementation of the "Mind Up" Program	This is a program from the Goldie Hawn Foundation that addresses social-emotional aspects of student learning.	\$0.00	Yes
7	Equity In Education Opportunities	This action will allow SJCA to partner with organizations for the purpose of building a stronger culture.	\$20,000.00	Yes
8	Events Honoring Student Diversity	A committee will organize school-wide events honoring student diversity.	\$7,500.00	Yes
9	Enhance School Broadcast Access	By enhancing the school's broadcast opportunities, this action will provide students with a great sense of school connection, sharing their learning and school-related activities. It will also increase students' own self-awareness and public speaking confidence.	\$10,000.00	Yes
10	The Leader In Me Membership	This action will provide the opportunity for SJCA to strengthen its Leader In Me Program. TLIM staff will work with the school's Light House team focusing on impactful strategies.	\$5,000.00	No

11	Continued support of new Wellness Centers	SJCA's newly created Wellness Centers need on-going support as implementation of the program continues.	\$7,500.00	Yes
12	Provide continued access to the Ripples Effects program	Ripples Effects is a personalized social emotional skill building and promote positive behavioral and mental health. Used across tiers and settings, Ripple Effects programs ensure each learner gets what they uniquely need to thrive in school and life.	\$1,800.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,406,895.00	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.84%	5.87%	\$80,484.57	15.71%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Provide Laptop Computers and Cases for All 6th, 7th, and 8th Grade Students:
The allocation of laptops ensures equitable access to technology, supporting digital literacy and academic proficiency. This contributes to the proportional percentage by enhancing educational equity and improving student engagement and performance, particularly benefiting low-income students and those with limited access to technology at home.

Create Resource Library for Staff Use:
The resource library equips teachers with high-quality instructional materials and professional development resources. This action supports the proportional percentage by improving instructional practices and educational outcomes, thereby directly benefiting all students, including those from disadvantaged backgrounds.

Offer Literacy Opportunities for Families Using LEXIA Software Program:
Providing literacy resources through the LEXIA software program supports family engagement and enhances reading skills at home. This contributes to the proportional percentage by improving student literacy rates and academic achievement, particularly for English learners and students from low-income families.

Provide Resource Library for Our EL/RFEP Parents:
The resource library for EL/RFEP parents offers educational materials and support to help parents assist their children's learning. This action contributes to the proportional percentage by empowering parents to actively participate in their children's education, thereby improving educational outcomes for English learners and reclassified fluent English proficient students.

Student with Disabilities Clerk to Serve Parents and Staff:
The clerk provides dedicated support to parents and staff, facilitating communication and access to resources for students with disabilities. This contributes to the proportional percentage by enhancing the quality of services and support for students with disabilities, ensuring their needs are met effectively.

The methodology for determining the contribution of these listed actions towards the proportional percentage focuses on enhancing educational equity, improving instructional practices, and supporting family engagement. By targeting specific needs and providing essential resources, these actions collectively contribute to meeting the increased or improved services requirement, ensuring all students, particularly those from disadvantaged backgrounds, have the support necessary for academic success.

Additional Concentration Grant Funding

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

Not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
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Staff-to-student ratio of classified staff providing direct services to students	Not applicable.	
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable.	

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	\$14,301,123.00	\$1,406,895.00	9.84%	5.87%	15.71%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$1,530,902.28	\$0.00	\$0.00	\$278,629.20	\$1,809,531.48	\$1,130,756.27	\$678,775.21

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of
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																	Improved Services
1	1	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	English learner (EL), Foster Youth, Low Income	Yes	Limited	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 6th-8th	2024-2025	\$0	\$102,000	\$102,000	\$0	\$0	\$0	\$102,000	0.00%	
1	2	Provide professional development opportunities for staff.	Homeless, English learner (EL), Foster Youth, Low Income	Yes	Limited	Foster Youth, Low Income, English learner (EL)	All Schools	2024-2025	\$0	\$20,000	\$20,000	\$0	\$0	\$0	\$20,000	0.00%	
1	3	Aristotle Web Search Filter	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	\$0	\$14,099	\$14,099	\$0	\$0	\$0	\$14,099	0.00%	
1	4	Replacement iPads		No					\$0	\$16,000	\$16,000	\$0	\$0	\$0	\$16,000	0.00%	
2	1	Provide professional development opportunities for staff.	Foster Youth, Hispanic or Latino, Homeless, Low Income	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	2024-2025	\$0	\$35,000	\$35,000	\$0	\$0	\$0	\$35,000	0.00%	
2	2	Lead Teacher and Grade/Subject Level Coordinator Stipends	English learner (EL), Homeless, Low Income, Foster Youth	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	2024-2025	\$0	\$107,793	\$107,793	\$0	\$0	\$0	\$107,793	0.00%	
2	3	Create Resource Library	Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	\$0	\$2,000	\$2,000	\$0	\$0	\$0	\$2,000	0.00%	
2	4	Provide on-site professional development using designated staff	All	No				2024-2025	\$33,445	\$0	\$0	\$0	\$0	\$33,445	\$33,445	0.00%	
2	5	Provide competitive		No				2024-2025	\$0	\$175,000	\$175,000	\$0	\$0	\$0	\$175,000	0.00%	

		compensation and benefits due to the extension of the school day (7.5 hours)														
3	1	Provide professional development opportunities for staff.	Low Income, Homeless, Foster Youth, English learner (EL), All	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	2024-2025	\$0	\$35,000	\$35,000	\$0	\$0	\$0	\$35,000	0.00%
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	\$0	\$53,922	\$53,922	\$0	\$0	\$0	\$53,922	0.00%
3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Low Income, English learner (EL), Foster Youth, Homeless	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	2024-2025	\$0	\$7,200	\$7,200	\$0	\$0	\$0	\$7,200	0.00%
3	4	Teacher on Special Assignment - Literacy Coordinator	English learner (EL), Foster Youth, Homeless, Low Income, Student with Disabilities (SWD)	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	2024-2025	\$146,637	\$0	\$146,637	\$0	\$0	\$0	\$146,637	0.00%
3	5	Provide reading tutoring.	All	No				2024-2025	\$132,527	\$0	\$0	\$0	\$0	\$132,527	\$132,527	0.00%
3	6	Implement Illuminate KDS benchmarking system	English learner (EL), Foster Youth, Homeless, Low Income	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	2024-2025	\$0	\$9,508	\$9,508	\$0	\$0	\$0	\$9,508	0.00%

3	7	Reprographics Supply and Maintenance	All, Low Income	No				2024-2025	\$0	\$19,903	\$0	\$0	\$0	\$19,903	\$19,903	0.00%
3	8	Instructional supplies	All, Low Income	No				2024-2025	\$0	\$16,834	\$0	\$0	\$0	\$16,834	\$16,834	0.00%
3	9	Purchase student agenda/planner for all 1st-8th grade students	Low Income	No				2024-2025	\$0	\$6,500	\$0	\$0	\$0	\$6,500	\$6,500	0.00%
3	10	Teacher on Special Assignment - Math Coordinator	Low Income, Foster Youth, English learner (EL), Student with Disabilities (SWD)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2025	\$137,181	\$0	\$137,181	\$0	\$0	\$0	\$137,181	0.00%
3	11	Hire 2 FTE Utility Teachers	Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Grade Spans, 4th-8th	2024-2025	\$203,087	\$0	\$203,087	\$0	\$0	\$0	\$203,087	0.00%
3	12	Standards-based Learning Initiative	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2025	\$0	\$15,000	\$15,000	\$0	\$0	\$0	\$15,000	0.00%
3	13	Maintain two additional Math positions.	Student with Disabilities (SWD), Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Limited	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 4th-8th	2024-2025	\$247,175	\$0	\$247,175	\$0	\$0	\$0	\$247,175	0.00%
3	14	In School and After School STEM Club	All	No				2024-2025	\$4,000	\$1,886	\$0	\$0	\$0	\$5,886	\$5,886	0.00%
3	15	Provide teachers with two grade-level Science and Social Studies planning days	Low Income, Homeless, Foster Youth,	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	2024-2025	\$11,000	\$0	\$11,000	\$0	\$0	\$0	\$11,000	0.00%

		for effective state standards implementation.	English learner (EL)													
3	16	World Language Before School Class		No					\$12,000	\$8,000	\$20,000	\$0	\$0	\$0	\$20,000	0.00%
4	1	Provide yearly parent suvey and multiple opportunities to engage parent feedback and decision making	All, Low Income	No				2024-2025	\$0	\$2,500	\$0	\$0	\$0	\$2,500	\$2,500	0.00%
4	2	Parent and Family "University"	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	\$0	\$5,000	\$5,000	\$0	\$0	\$0	\$5,000	0.00%
4	3	Offer literacy opportunities for families using LEXIA software program.	English learner (EL), Homeless, Low Income, Foster Youth	Yes	Limited	Low Income, English learner (EL), Foster Youth	All Schools	2024-2025	\$0	\$0	\$0	\$0	\$0	\$0	\$0	5.00%
4	4	Provide resource library for our EL/RFEP parents.	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2024-2025	\$0	\$5,697	\$5,000	\$0	\$0	\$697	\$5,697	0.00%
4	5	Continued use of the Parent Square communication system.	All	No				2024-2025	\$0	\$4,450	\$0	\$0	\$0	\$4,450	\$4,450	0.00%
4	6	Contract with Zoom	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	\$0	\$4,000	\$4,000	\$0	\$0	\$0	\$4,000	0.00%
4	8	Foothill Family Mental Health Parent Workshops	Low Income	Yes	Schoolwide	Low Income	All Schools	2024-2025	\$0	\$2,000	\$2,000	\$0	\$0	\$0	\$2,000	0.00%
4	9	Implement Navigate360 system	All	No				2024-2025	\$0	\$4,431	\$0	\$0	\$0	\$4,431	\$4,431	0.00%

4	10	Expand school counselor responsibilities to include serving as homeless liaison.	Low Income, Homeless, Foster Youth, English learner (EL)	No				2024-2025	\$12,469	\$0	\$0	\$0	\$0	\$12,469	\$12,469	0.00%
4	11	Family Outreach Opportunities	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	\$0	\$5,000	\$5,000	\$0	\$0	\$0	\$5,000	0.00%
4	12	Student with Disabilities Clerk	English learner (EL), Student with Disabilities (SWD), Low Income, Homeless, Foster Youth	Yes	Limited	Foster Youth, Low Income, English learner (EL)	All Schools	2024-2025	\$75,000	\$0	\$75,000	\$0	\$0	\$0	\$75,000	0.00%
4	13	Create an updated website through Final Site to promote pertinent information to community members about SJCA and offer a more robust communication portal for families.	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	\$0	\$24,500	\$0	\$0	\$0	\$24,500	\$24,500	0.00%
4	14	Provide parent training through workshops and purchase of materials.	All	No				2024-2025	\$2,240	\$4,197	\$3,500	\$0	\$0	\$2,937	\$6,437	0.00%
5	1	Maintain a comprehensive student attendance monitor system.	Low Income, Foster Youth, English learner (EL), Student with Disabilities	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	2024-2025	\$0	\$2,000	\$2,000	\$0	\$0	\$0	\$2,000	0.00%

			(SWD), Homeless														
5	2	Smart Social Program	Low Income, Homeless, Foster Youth, All	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	All Schools	2024-2025	\$0	\$10,000	\$10,000	\$0	\$0	\$0	\$10,000	0.00%	
5	3	Provide the SJCA community experiences (assemblies, seminars, workshops, Teen Truth) that support SEL.	English learner (EL), Homeless, Foster Youth, Low Income, Student with Disabilities (SWD)	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	2024-2025	\$0	\$11,900	\$7,500	\$0	\$0	\$4,400	\$11,900	0.00%	
5	4	Maintain a full time counselor to support student wellness and belonging	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2025	\$113,995	(\$113,995)	\$0	\$0	\$0	\$0	\$0	0.00%	
5	5	Continue to expand school libraries to include more diverse selections.	English learner (EL), Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	\$0	\$9,650	\$7,500	\$0	\$0	\$2,150	\$9,650	0.00%	
5	6	Continue with the implementation of the "Mind Up" Program	English learner (EL), Foster Youth, Homeless, Low Income	Yes	Limited	Low Income, English learner (EL), Foster Youth	All Schools	2024-2025	\$0	\$0	\$0	\$0	\$0	\$0	\$0	10.00%	
5	7	Equity In Education Opportunities	Foster Youth, English learner (EL), Homeless, Low Income	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	2024-2025	\$0	\$20,000	\$20,000	\$0	\$0	\$0	\$20,000	0.00%	
5	8	Events Honoring Student Diversity	English learner (EL), Foster Youth, Homeless, Low Income	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	2024-2025	\$0	\$7,500	\$7,500	\$0	\$0	\$0	\$7,500	0.00%	
5	9	Enhance School	English learner	Yes	Schoolwide	Low Income, English	All Schools	2024-2025	\$0	\$10,000	\$10,000	\$0	\$0	\$0	\$10,000	0.00%	

		Broadcast Access	(EL), Foster Youth, Homeless, Low Income			learner (EL), Foster Youth										
5	10	The Leader In Me Membership		No				2024- 2025	\$0	\$5,000	\$0	\$0	\$0	\$5,000	\$5,000	0.00%
5	11	Continued support of new Wellness Centers	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2024- 2025	\$0	\$7,500	\$7,500	\$0	\$0	\$0	\$7,500	0.00%
5	12	Provide continued access to the Ripples Effects program		No					\$0	\$1,800	\$1,800	\$0	\$0	\$0	\$1,800	0.00%

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$14,301,123.00	\$1,406,895.00	9.84%	5.87%	15.71%	\$1,314,602.28	15.00%	24.19%	Total:	\$1,314,602.28
								LEA-wide Total:	
								Limited Total:	\$829,526.76
								Schoolwide Total:	\$485,075.52

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	Yes	Limited	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 6th-8th	\$102,000.00	0.00%
1	2	Provide professional development opportunities for staff.	Yes	Limited	Foster Youth, Low Income, English learner (EL)	All Schools	\$20,000.00	0.00%
1	3	Aristotle Web Search Filter	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$14,099.21	0.00%
2	1	Provide professional development opportunities for staff.	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	\$35,000.00	0.00%

2	2	Lead Teacher and Grade/Subject Level Coordinator Stipends	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	\$107,793.00	0.00%
2	3	Create Resource Library	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	\$2,000.00	0.00%
3	1	Provide professional development opportunities for staff.	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	\$35,000.00	0.00%
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	\$53,922.00	0.00%
3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	\$7,200.00	0.00%
3	4	Teacher on Special Assignment - Literacy Coordinator	Yes	Limited	English learner (EL), Foster Youth, Low Income	All Schools	\$146,636.74	0.00%
3	6	Implement Illuminate KDS benchmarking system	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	\$9,508.00	0.00%
3	10	Teacher on Special Assignment - Math Coordinator	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$137,181.34	0.00%
3	11	Hire 2 FTE Utility Teachers	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Grade Spans, 4th-8th	\$203,086.97	0.00%
3	12	Standards-based Learning Initiative	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$15,000.00	0.00%
3	13	Maintain two additional Math positions.	Yes	Limited	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 4th-8th	\$247,175.02	0.00%
3	15	Provide teachers with two grade-level Science and Social Studies planning days for effective state standards implementation.	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	\$11,000.00	0.00%
4	2	Parent and Family "University"	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$5,000.00	0.00%
4	3	Offer literacy opportunities for families using LEXIA software program.	Yes	Limited	Low Income, English learner (EL), Foster Youth	All Schools	\$0.00	5.00%
4	4	Provide resource library for our EL/RFEP parents.	Yes	Limited	English learner (EL)	All Schools	\$5,000.00	0.00%

4	6	Contract with Zoom	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$4,000.00	0.00%
4	8	Foothill Family Mental Health Parent Workshops	Yes	Schoolwide	Low Income	All Schools	\$2,000.00	0.00%
4	11	Family Outreach Opportunities	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$5,000.00	0.00%
4	12	Student with Disabilities Clerk	Yes	Limited	Foster Youth, Low Income, English learner (EL)	All Schools	\$75,000.00	0.00%
4	13	Create an updated website through Final Site to promote pertinent information to community members about SJCA and offer a more robust communication portal for families.	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$0.00	0.00%
5	1	Maintain a comprehensive student attendance monitor system.	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	\$2,000.00	0.00%
5	2	Smart Social Program	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	All Schools	\$10,000.00	0.00%
5	3	Provide the SJCA community experiences (assemblies, seminars, workshops, Teen Truth) that support SEL.	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	\$7,500.00	0.00%
5	4	Maintain a full time counselor to support student wellness and belonging	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%
5	5	Continue to expand school libraries to include more diverse selections.	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$7,500.00	0.00%
5	6	Continue with the implementation of the "Mind Up" Program	Yes	Limited	Low Income, English learner (EL), Foster Youth	All Schools	\$0.00	10.00%
5	7	Equity In Education Opportunities	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	\$20,000.00	0.00%
5	8	Events Honoring Student Diversity	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	\$7,500.00	0.00%
5	9	Enhance School Broadcast Access	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	\$10,000.00	0.00%
5	11	Continued support of new Wellness Centers	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$7,500.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$1,643,872.00	\$1,581,861.35

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	Yes	\$109,252.00	\$167,370.70
1	2	Provide professional development opportunities for staff.	Yes	\$10,000.00	\$12,525.25
1	5	TK-5 replacement iPads	Yes	\$10,000.00	\$15,713.25
1	5	Purchase of student licenses to support low-income, EL, foster youth device usage at home.	Yes	\$20,000.00	\$2,620.98
2	1	Provide professional development opportunities for staff.	Yes	\$35,000.00	\$26,252.15
2	2	Lead Teacher and Grade/Subject Level Coordinator Stipends	Yes	\$95,000.00	\$107,793.00
2	3	Create Resource Library	Yes	\$3,000.00	\$2,007.00
2	4	Provide on-site professional development using designated staff	No	\$35,661.00	\$35,661.00
3	1	Provide professional development opportunities for staff.	Yes	\$40,000.00	\$29,382.29
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Yes	\$50,000.00	\$49,192.00

3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Yes	\$15,000.00	\$35,425.00
3	4	Teacher on Special Assignment - Literacy Coordinator	Yes	\$150,157.00	\$130,942.00
3	5	Provide reading tutoring.	No	\$150,908.00	\$183,247.00
3	6	Implement Illuminate KDS benchmarking system	Yes	\$8,500.00	\$8,481.00
3	7	Reprographics Supply and Maintenance	No	\$17,000.00	\$12,650.61
3	8	Instructional supplies	No	\$21,940.00	\$21,940.00
3	9	Purchase student agenda/planner for all 1st-8th grade students	No	\$4,727.00	\$4,963.61
3	10	Teacher on Special Assignment - Math Coordinator	Yes	\$137,679.00	\$127,774.00
3	11	Hire 2 FTE Utility Teachers	Yes	\$243,368.00	\$202,177.00
3	12	Maintain two additional Math positions.	Yes	\$243,781.00	\$249,646.00
3	13	Standards-based Learning Initiative	Yes	\$25,000.00	\$9,588.92
3	14	Foreign Language morning class	Yes	\$12,000.00	\$0.00
3	15	After School STEM Club	No	\$10,000.00	\$8,848.16
4	1	Provide yearly parent survey	No	\$2,500.00	\$0.00
4	2	Parent and Family "University"	Yes	\$5,000.00	\$2,680.00
4	3	Offer English proficiency opportunities for non-english speaking parents through our LEXIA software program. (repeated expenditure, Goal 0, Action 0)	Yes	\$0.00	\$0.00
4	4	Provide resource library for our EL/RFEP parents.	Yes	\$1,200.00	\$1,988.00

4	5	Continued use of the Parent Square communication system.	No	\$4,450.00	\$5,300.32
4	6	Contract with Zoom	Yes	\$3,656.00	\$3,680.00
4	7	Continue to Implement Entry Sign system	No	\$1,600.00	\$0.00
4	8	Provide parent PESA training through workshops and purchase of materials.	No	\$2,000.00	\$0.00
4	9	Foothill Family Mental Health Parent Workshops	Yes	\$7,500.00	\$1,500.00
4	11	Expand school counselor responsibilities to include serving as homeless liaison.	No	\$12,469.00	\$11,335.05
4	12	Family Outreach Opportunities	Yes	\$5,000.00	\$2,501.77
4	13	Student with Disabilities Clerk	Yes	\$40,000.00	\$51,087.00
5	1	Maintain a comprehensive student attendance monitor system.	Yes	\$2,500.00	\$395.18
5	2	Smart Social Program	Yes	\$5,000.00	\$5,000.00
5	3	Provide the SJCA community experiences (assemblies, seminars, workshops, Teen Truth) that support SEL.	Yes	\$19,500.00	\$6,590.00
5	5	Continue to expand school libraries to include more diverse selections.	Yes	\$10,000.00	\$1,499.20
5	6	Continue with the implementation of the "Mind Up" Program	No	\$0.00	\$0.00
5	7	Equity In Education Opportunities	Yes	\$25,000.00	\$5,726.20
5	8	Events Honoring Student Diversity	Yes	\$10,000.00	\$8,368.54
5	9	Aristotle Web Search Filter	Yes	\$13,524.00	\$14,099.21
5	10	Enhance School Broadcast Area	Yes	\$10,000.00	\$2,701.15
5	11	The Leader In Me Coaching	No	\$5,000.00	\$5,000.00

5	12	Continued support of new Wellness Centers	Yes	\$10,000.00	\$8,208.81
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2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions(Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services(Subtract 5 from 8)
\$1,371,117.00	\$1,371,117.00	\$1,290,697.67	\$80,419.33	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Provide laptop computers and cases for all 6th, 7th, and 8th grade students.	Yes	\$109,252.00	\$167,370.70	0.00%	0.00%
1	2	Provide professional development opportunities for staff.	Yes	\$10,000.00	\$12,525.00	0.00%	0.00%
1	5	TK-5 replacement iPads	Yes	\$10,000.00	\$15,713.00	0.00%	0.00%
1	5	Purchase of student licenses to support low-income, EL, foster youth device usage at home.	Yes	\$20,000.00	\$2,620.98	0.00%	0.00%
2	1	Provide professional development opportunities for staff.	Yes	\$35,000.00	\$26,252.00	0.00%	0.00%
2	2	Lead Teacher and Grade/Subject Level Coordinator Stipends	Yes	\$95,000.00	\$107,793.00	0.00%	0.00%
2	3	Create Resource Library	Yes	\$3,000.00	\$2,007.00	0.00%	0.00%
3	1	Provide professional development opportunities for staff.	Yes	\$40,000.00	\$29,382.00	0.00%	0.00%
3	2	Provide teachers with one grade-level/subject level planning day per term for effective state standards implementation.	Yes	\$50,000.00	\$49,192.00	0.00%	0.00%

3	3	Provide students with access to intervention software to assist with proficiency of CA State Standards.	Yes	\$15,000.00	\$35,425.00	0.00%	0.00%
3	4	Teacher on Special Assignment - Literacy Coordinator	Yes	\$150,157.00	\$130,942.00	0.00%	0.00%
3	6	Implement Illuminate KDS benchmarking system	Yes	\$8,500.00	\$8,481.00	0.00%	0.00%
3	10	Teacher on Special Assignment - Math Coordinator	Yes	\$137,679.00	\$127,774.00	0.00%	0.00%
3	11	Hire 2 FTE Utility Teachers	Yes	\$243,368.00	\$202,177.00	0.00%	0.00%
3	12	Maintain two additional Math positions.	Yes	\$243,781.00	\$249,646.00	0.00%	0.00%
3	13	Standards-based Learning Initiative	Yes	\$25,000.00	\$9,588.92	0.00%	0.00%
3	14	Foreign Language morning class	Yes	\$12,000.00	\$0.00	0.00%	0.00%
4	2	Parent and Family "University"	Yes	\$5,000.00	\$2,680.00	0.00%	0.00%
4	3	Offer English proficiency opportunities for non-english speaking parents through our LEXIA software program. (repeated expenditure, Goal 0, Action 0)	Yes	\$0.00	\$0.00	0.00%	0.00%
4	4	Provide resource library for our EL/RFEP parents.	Yes	\$1,200.00	\$1,988.00	0.00%	0.00%
4	6	Contract with Zoom	Yes	\$3,656.00	\$3,680.00	0.00%	0.00%
4	9	Foothill Family Mental Health Parent Workshops	Yes	\$7,500.00	\$1,500.00	0.00%	0.00%
4	12	Family Outreach Opportunities	Yes	\$5,000.00	\$285.72	0.00%	0.00%
4	13	Student with Disabilities Clerk	Yes	\$40,000.00	\$51,087.00	0.00%	0.00%
5	1	Maintain a comprehensive student attendance monitor system.	Yes	\$2,500.00	\$395.00	0.00%	0.00%
5	2	Smart Social Program	Yes	\$5,000.00	\$5,000.00	0.00%	0.00%
5	3	Provide the SJCA community experiences (assemblies, seminars, workshops, Teen Truth) that support SEL.	Yes	\$15,000.00	\$6,590.00	0.00%	0.00%
5	5	Continue to expand school libraries to include more diverse selections.	Yes	\$10,000.00	\$1,499.00	0.00%	0.00%
5	7	Equity In Education Opportunities	Yes	\$25,000.00	\$5,726.00	0.00%	0.00%
5	8	Events Honoring Student Diversity	Yes	\$10,000.00	\$8,368.54	0.00%	0.00%
5	9	Aristotle Web Search Filter	Yes	\$13,524.00	\$14,099.00	0.00%	0.00%
5	10	Enhance School Broadcast Area	Yes	\$10,000.00	\$2,701.00	0.00%	0.00%
5	12	Continued support of new Wellness Centers	Yes	\$10,000.00	\$8,208.81	0.00%	0.00%

2023-2024 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$1,371,117.00	\$1,371,117.00	0.00%	100.00%	\$1,290,697.67	0.00%	94.13%	\$80,484.57	5.87%