

# San Jose Charter Academy

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	San Jose Charter Academy
<b>Street</b>	2021 West Alwood St.
<b>City, State, Zip</b>	West Covina, CA 91791
<b>Phone Number</b>	626-856-1693 x 4001
<b>Principal</b>	Ms. Erin Shiroma
<b>Email Address</b>	erin.shiroma@sjcharter.com
<b>School Website</b>	www.sanjosecharteracademy.com
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	19-65094-6023527

2024-25 District Contact Information	
<b>District Name</b>	San Jose Charter Academy
<b>Phone Number</b>	626-856-1693 x 4001
<b>Superintendent</b>	Mrs. Erin Shiroma
<b>Email Address</b>	erin.shiroma@sjcharter.com
<b>District Website</b>	www.sanjosecharteracademy.com

2024-25 School Description and Mission Statement
<p>San Jose Charter Academy (SJCA) has a Transition Kindergarten (TK) through 8th-grade enrollment of 1254 students. Established as the 142nd charter school in 1998, SJCA has worked intentionally and purposefully in providing students with an education that prepares them for high school and beyond. Our vision reflects our efforts in recognizing that our students need an education that includes not only superior academic curriculum and instruction but access to technology and its integration. Equally, our school provides programs and resources addressing our students' socio-emotional needs...crucial for educating the whole child.</p>

## 2024-25 School Description and Mission Statement

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

Unique in school design and organizational structure, our school offers students and parents a unique educational opportunity. To better meet the needs of our students, our school is divided into smaller academies – Primary (K-2), Elementary (3-5), and Junior Academy (6-8). Within this structure “Houses” of teachers and students are grouped, which creates the feeling of smaller school communities. These Houses of teachers are supported by a number of teacher leaders throughout the school. (Lead teachers, grade level coordinators, and curriculum coordinators.) Students attending SJCA attend 7.5 hours of school daily, 7:45 a.m. - 3:15 p.m., 184 school days per year. TK and kindergarten students attend 6.5 hours of school daily. Students have access to a rigorous standards-based curriculum that is far more than just traditional academics. In the two major core areas of reading and math, instruction is delivered using a standards-based, aligned curriculum selected after careful research and evaluation. Students also participate in a comprehensive and articulated hands-on science program, as well as literature and project-based social science program. Writing is not a stand-alone subject. It is woven throughout every subject area in the school. In addition to the above core curricular areas, students receive extensive instruction in music, art, and physical fitness. Our Character and Ethics program is built on the foundation of our eight core values: Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility, and Integrity. Leadership is a grounding principle in our community. Staff, students, and families engage in Dr. Stephen Covey's 7 Habits, aligned in the Leader In Me Program. The Leader In Me aligns the academic achievement, the culture, and the leadership practices of SJCA.

Interwoven throughout curriculum and instruction is our school's technology component. Every teacher and paraprofessional is provided with his/her own laptop, as well as all 6th, 7th, and 8th-grade students. Our TK - 5th grade classrooms are equipped with a ratio of 1:1 iPads in each class. The Internet is fully networked in all classrooms. In addition, each of our 6th - 8th grade students are provided with an Apple laptop for our one-to-one program which gives them access 24 hours a day to complete their educational needs. One unique aspect involving technology is our Customized Learning block, which is a 45-minute daily period built into the schedule for the purpose of providing students with the opportunity to improve and/or extend their learning. SJCA has been selected as a 2009, 2016, and most recently 2023 National Blue Ribbon School and a California Distinguished School for 2004, 2008, and 2012. In addition, we have been awarded the Title 1 Achieving school award numerous times, as well as receiving the 2022 California Pivotal Practice Award. While we are truly honored by these recognitions, SJCA continues to have a growth mindset of a school in continuous improvement.

Our vision is to inspire students to create, innovate, and imagine limitless possibilities...

\*TO DREAM \*TO DO \*TO CHANGE

### FOCUS ON IMPROVEMENT

- To increase our effectiveness in moving all students academically to proficiency through the implementation of the California State Standards.
- To increase our effectiveness in moving all students academically to proficiency level through effective data-driven instruction.
- To provide professional development for all instructional staff that will maximize the effectiveness of instruction.
- To improve intervention strategies.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	161
Grade 1	138
Grade 2	138
Grade 3	138
Grade 4	136
Grade 5	136
Grade 6	135
Grade 7	138
Grade 8	136
Total Enrollment	1,256

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	51.6
Male	48.4
Asian	21.2
Black or African American	1
Filipino	2.8
Hispanic or Latino	70.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.7
White	3.6
English Learners	8.4
Homeless	2.7
Socioeconomically Disadvantaged	53.4
Students with Disabilities	9.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	51.90	94.54	564.90	88.42	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.00	0.64	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	2.42	12.90	2.03	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	9.50	1.50	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.60	3.02	47.30	7.42	18854.30	6.86
<b>Total Teaching Positions</b>	54.90	100.00	638.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	51.90	96.30	570.40	89.68	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	1.85	1.40	0.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	1.85	9.10	1.44	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	18.00	2.84	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	36.80	5.80	15831.90	5.67
<b>Total Teaching Positions</b>	53.90	100.00	636.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	54.50	98.20	597.20	91.18	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	1.80	2.00	0.31	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	10.50	1.61	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	10.70	1.65	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	34.30	5.25	14303.80	5.15
<b>Total Teaching Positions</b>	55.50	100.00	654.90	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.30	1.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.30	1.00	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.60	1.7	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We have site licenses for Nearpod to be utilized during on-site instruction. Additionally, we have a site license for Lexia English On-Line Curriculum to assist our English Learners with English acquisition. In 2023 we added a school-wide license for Tutor.com as additional support for our students both in school and at home.

Year and month in which the data were collected

November, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Success For All, a Johns Hopkins University program developed by work done at Johns Hopkins University. To ensure the delivery of state standards, we refer to the California standards alignment handbook that Success For All has prepared to ensure the proper delivery and emphasis on critical standards.</p> <p>TK Reading: Success For All Curiosity Corner Children expand their vocabularies and build math, science, art, music, and interpersonal skills. They do it by playing games, singing songs, hearing stories and making up their own, engaging in make-believe, and much more. Join Curiosity Cat, Chilly the Penguin, and Squeaky the Squirrel as they introduce students to concepts and skills that help them talk, imagine and discover!</p> <p>K-5 Reading: Success For All Kinder Corner Kindergartners think, talk, and explore. KinderCorner is a comprehensive kindergarten program based on research that helps children make sense of the world around them, fostering the development of oral language, literacy math, and interpersonal, and self-help skills, as well as science and social studies concepts. Join Kinder Roo and Alex the Ape as they help all kids become Cool Kids!</p> <p>Reading Roots is the foundation reading curriculum for the Primary academy. Roots focus on storytelling and retelling, nurturing a love of reading, developing an understanding of the conventions of print, building vocabulary, developing oral</p>	Yes	0%



language, listening skills, and comprehension strategies. Reading Wings is the upper-elementary reading program and is designed to ensure the academic success of all students. Reading Wings typically starts at the beginning of the second grade, but children may start earlier or later than this depending on their progress in Reading Roots. Reading Wings is taught through Targeted Treasure Hunts used with a variety of novels or basal anthologies. Reading Wings builds on the solid base of decoding and comprehension skills established in the first-grade Reading Roots program.

6-8 Reading: StudySync was purchased as our newest curriculum for our language arts program. It is a complete source for ELA and literature instruction for grades 6–8, offering powerful digital instruction with full print support. StudySync engages students while advancing reading, writing, critical thinking, speaking, and listening skills. StudySync is a complete ELA curriculum designed to meet the rigorous academic needs of today’s classroom. In print or online, StudySync is designed to engage every student, because every student deserves the same opportunity and access in the classroom, regardless of his or her native language, learning level, or physical, social, and emotional ability. The newest adoption was purchased in 2016.

#### K-8 Language Arts/Writing

We utilize Step Up To Writing program. The newest adoption was purchased in 2022.

Key highlights of the new edition include:

- \* New grade-level Unit Maps that provide the sequence of instruction to meet rigorous standards and identify strategies for differentiation to meet individual student needs
- \* Multimedia approach to professional development, including point-of-use video modeling of key strategies and an online database to search Step Up to Writing strategies by CCSS ELA and TEKS standards
- \* Robust assessment component:
  - \* Includes grade-level benchmark assessments
  - \* Mirrors the performance tasks of the PARCC, Smarter Balanced, and other high-stakes assessments
- \* Provides a Digital Data Tracker

In addition, the Emergent Writing component of the Success for All kindergarten program, Early Learning, provides kindergarten teachers with a rationale about writing instruction that is consistent with children's developmental stages as beginning writers.

#### 6-8 Language Arts

As students become more skilled speakers and presenters, they recognize the importance of tailoring their speaking style to suit their purpose, content, and audience. StudySync provides a complete component focusing on writing. The Writing Process Extended Writing Projects (EWPs) guide students through the process of writing multi-paragraph essays in a variety of forms. Explicit writing instruction through a combination of Writing Process and Skill lessons,



	guide students through the stages of Planning, Drafting, Revising, Editing, and Publishing.		
<b>Mathematics</b>	<p><b>TK-5 Mathematics</b>  The required core instructional program in math is Everyday Mathematics, Bridge Addition. The Everyday Mathematics program for the Primary and Elementary Academies includes a variety of rigorous research-based materials to enhance mathematical understanding. San Jose Charter's mathematics curriculum prepares children to solve problems flexibly, enables them to carry out tasks encountered in everyday life, fosters number and special sense, develops positive attitudes toward mathematics, and stimulates mathematical thinking. To achieve these goals, the curriculum stresses not only computation but also the full range of mathematics including data collection and analysis, probability and statistics, geometry, and algebra. ST Math® from MIND Research Institute instructional software is used to help all students reach math proficiency through self-paced, language-independent, mastery-based objectives. It is closely aligned to state and Common Core State Standards for Mathematics and integrates with core instruction.</p> <p><b>6-8 Mathematics</b>  Our mathematics program will go beyond what one traditionally sees in a middle school environment. We will use Carnegie National Math Series Course 1, 2, 3, and Integrated Math curriculum. The Carnegie Learning Math Series: Courses 1-3 were written for the Common Core State Standards and the Standards for Mathematical Practice. These courses provide research-based and engaging instruction to help all middle school students master math concepts and skills. Customizable Response to Intervention and Spanish modules are also available to meet the needs of all students. ST Math® from MIND Research Institute instructional software is used to help all students reach math proficiency through self-paced, language-independent, mastery-based objectives. It is closely aligned to state and Common Core State Standards for Mathematics and integrates with core instruction. Additionally, our junior high students also utilize the MATHia learning software from Carnegie Learning. MATHia is powered by cognitive science and research-proven instructional design, Carnegie Learning's MATHia learning engine is so much more than practice software. MATHia continually adjusts to each student, making sophisticated pedagogical decisions, and delivering a personalized learning path with ongoing formative assessments. As a part of any core math curriculum, it delivers differentiated learning experiences that support students who are struggling, while challenging those who are ready for more. MATHia was adopted in 2017.</p>	Yes	0%
<b>Science</b>	<p><b>K-8 Science</b>  The San Jose Charter Academy's primary and elementary science curriculum is a standards-based approach to learning science. In the curriculum, students actively develop concepts, inquiry skills, and problem-solving skills by "doing science" and "doing technology" through a sequence of developmentally appropriate activities. Our science curriculum, Discovery Education programs change the way</p>	Yes	0%

	students and teachers experience real-world science. Built on the 5E model, Science Techbook provides exciting multimedia, virtual activities, and hands-on labs with model lessons, STEM project starters, and standard-aligned assessments.		
<b>History-Social Science</b>	<p><b>K-5 Social Science</b> Students in K-5 adopted the new McGraw Hill "Impact" Social Studies Curriculum this year. IMPACT: California Social Studies K-12 is a dynamic, student-centered program designed to help teachers make an impact in the classroom, and to inspire students to make an impact on the world around them.</p> <p><b>6-8 Social Science</b> Students in the Junior Academy adopted the new the new McGraw Hill "Impact" Social Studies Curriculum. IMPACT's 6th - 8th grade curriculum's flexible content provides teachers with a custom path to use the IMPACT digital and print resources that best suit their classroom environment – limited tech, blended, or 1:1 – and individual teaching style. IMPACT Online offers a wealth of resources to bring social studies concepts to life—in one easy-to-use platform.</p>	Yes	0%

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Much attention is paid to keeping our campus clean and safe. District-wide standards are in place for cleaning procedures, products, inspection, and evaluation to ensure that our campus is in impeccable condition. A summary of these standards is available at the District Office. Restrooms are inspected multiple times daily by custodial staff, as well as inspected by all staff and administrators. 100% of the toilets on campus are working. Custodians, as well as maintenance and grounds crews, are trained and responsible for inspection and repair of any safety items on a daily basis. Monthly inspections are also conducted by District inspectors. In addition, West Covina Unified School District works with risk managers, safety inspectors, and outside experts who inspect our campus annually. No emergency facility conditions exist; regular maintenance is ongoing and funding is provided to make repairs on an as-needed basis. Providing our students with a clean and safe school always has been and will continue to be a top priority.

A full-time library media specialist staffs our elementary library of approximately 5,000 books. Children use the library media center to check out books, work on research projects, and conduct additional standards-based curricular activities. Our schedule allows teachers to visit daily. Our library also contains over 300 videos for student use. We also have a library located in the Junior Academy area which serves as a Library Media Center for our Junior Academy students. It houses over 1,200 books and resources.

Our TK- 5th grade classrooms are equipped with a ratio of 1:1 iPad's in each class. The Internet is fully networked to all classrooms. In addition, each of our 6th - 8th grade students are provided with an Apple laptop for our one-to-one program which gives them access 24 hours a day to complete their educational needs. We also provide all teachers & (most) staff with personal laptop computers.

**Year and month of the most recent FIT report**

July, 2016

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Extensive sanitation protocols were implemented and our entire staff including custodial staff has received training on how to clean and sanitize classrooms, and other common areas. Additional sanitizing equipment has been purchased to maintain a high level of cleanliness to mitigate the spread of Covid cases within the school.
<b>Electrical</b>	X			Sept-Oct., 2023 an upgraded electrical panel was installed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Water stations were added in the junior academy basketball/volleyball area in November 2018. Additional hand washing stations, air purifiers, sanitizer, and other personal protective equipment were purchased for extra protection in light of the Covid-19 pandemic in October, 2020.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			December, 2023 all fire and security alarms were connected to a single system.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Renovation of basketball courts completed in August 2016. Additional playground play structure in the elementary area was added w/ asphalt and shade structure in December 2017. The existing grass field underwent renovations that included new irrigation, sod, and solar shade structures that was completed in May 2018. Our junior academy quad area received additional cement areas and astroturf that was completed in December 2018. A closed-circuit surveillance system with cameras located at entry points around the school grounds. This project was completed in 2018. We have also installed a security door in the front office with a keypad/code entry requirement. Visitors are required to be buzzed in to enter the school grounds. This was completed in 2018. Shade structures were added to cover both play equipment locations on the elementary playground, as well as one in our kindergarten playground and one just outside our daycare rooms in 2019. Two additional portables, one for our special education department and one for our Health & Fitness Department were added in 2023. We also converted the prior Health & Fitness room into a Wellness Center in 2023. Along with the new Health & Fitness portable, we added additional concrete areas and shade structure in the JA area surrounding the portable to be used as our Shark Cove Learning Area.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	72	72	45	45	46	47
Mathematics (grades 3-8 and 11)	59	59	32	34	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	819	817	99.76	0.24	71.85
Female	411	410	99.76	0.24	74.15
Male	408	407	99.75	0.25	69.53
American Indian or Alaska Native	0	0	0	0	0
Asian	137	136	99.27	0.73	89.71
Black or African American	11	11	100.00	0.00	54.55
Filipino	23	23	100.00	0.00	69.57
Hispanic or Latino	608	607	99.84	0.16	68.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	71.43
English Learners	21	21	100.00	0.00	23.81
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	30	30	100.00	0.00	60.00
Socioeconomically Disadvantaged	267	266	99.63	0.37	67.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	68	97.14	2.86	50.00

### 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	819	816	99.63	0.37	58.95
Female	411	410	99.76	0.24	57.80
Male	408	406	99.51	0.49	60.10
American Indian or Alaska Native	0	0	0	0	0
Asian	137	135	98.54	1.46	86.67
Black or African American	11	11	100.00	0.00	45.45
Filipino	23	23	100.00	0.00	69.57
Hispanic or Latino	608	607	99.84	0.16	52.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	65.71
English Learners	21	21	100.00	0.00	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	30	30	100.00	0.00	66.67
Socioeconomically Disadvantaged	267	266	99.63	0.37	53.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	67	95.71	4.29	35.82

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	47.78	55.88	27.12	28.35	30.29	30.73



## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	272	272	100.00	0.00	55.88
Female	141	141	100.00	0.00	53.90
Male	131	131	100.00	0.00	58.02
American Indian or Alaska Native	0	0	0	0	0
Asian	37	37	100.00	0.00	86.49
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	215	215	100.00	0.00	50.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	94	94	100.00	0.00	53.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	35.71

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.8	99.3	95.6	98.5	100
Grade 7	99.3	100	100	99.3	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
<p>Our school provides parents with a variety of educational learning opportunities. Since September of 2018 we have provided workshops throughout the year entitled, Shark University, in an effort to provide our parents/guardians valuable training on a variety of topics. We strive to hold Shark University at least once a month (one in the morning and one in the evening in an effort to accommodate our family's busy schedules). During the Pandemic, we held these virtually to maintain our connectedness with our community during this uncertain time. Since coming back to school full time we have provided in-person as well as virtual Shark University sessions. Educational learning opportunity topics included in our Shark University sessions include Academics and Assessment, Technology/Social Media, Family Wellness, The Leader In Me, Social-Emotional Health, and Literacy Workshops. Other opportunities for parents include Achieve Parent Nights, Curriculum Nights, Parent Expectations Support Achievement (PESA) 8-week class in English &amp; Spanish, Leader In Me Parent Events, parenting skills, etc.</p> <p>In addition, the school holds activities such as Family Nights, School Carnival, Movie Nights, Family Nights in conjunction with local restaurants, Whole School Events to build Culture, Band &amp; Choir Performances, Musical Performances, Parent Orientations, Honoring our Veteran's Event, and Celebration of Learning/Open House. We continue to hold PTO-sponsored events such as Family Nights at local restaurants as well as many other events for our families. We also give parents opportunities for involvement through our Parent and Teacher Organization, School Site Council, DELAC, Teleparent Web Site, and our volunteer program. Parents also are given the opportunity to meet with their child's teacher three times per year to discuss their child's Student Learning and work together with the teacher and their child to create goals for upcoming terms. If you are interested in becoming involved in our PTO, please contact a PTO representative at 626.856.1693 x5011.</p>

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1274	1230	76	6.2
Female	654	631	36	5.7
Male	620	599	40	6.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	271	243	4	1.6
Black or African American	13	13	2	15.4
Filipino	35	33	1	3.0
Hispanic or Latino	895	883	63	7.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	48	48	5	10.4
English Learners	108	105	1	1.0
Foster Youth	--	--	--	--
Homeless	36	34	3	8.8
Socioeconomically Disadvantaged	684	656	49	7.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	131	128	9	7.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.71	0.47	0.47	0.24	0.62	0.37	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.01	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.47	0.00
Female	0.00	0.00
Male	0.97	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.08	0.00
English Learners	1.85	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.58	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Our staff monitors the school grounds at least 20-30 minutes prior to the start of school and after dismissal. We have a closed campus policy, where all visitors must register at the office using our school visitor management EntrySign System. We update our site safety plans at least once a year as well as our emergency preparedness plan. We hold monthly fire drills, as well as

2024-25 School Safety Plan

earthquake/disaster and active threat drills throughout the year. The School Safety Plan was last reviewed and discussed with the staff in August 2024. The School Safety Plan, which includes information was last reviewed and approved by our School Board and our School Site Council in February 2024. The Safety Plan includes annually updated school safety procedures, school rules, duty schedules, suspension/expulsion procedures, suicide prevention protocols. It also includes protocols to address such things as power failures, fire, bomb threats, disturbances, hazardous materials, etc.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		5	2
1	23		6	
2	23		6	
3	23		6	
4	34			4
5	34			4
6	32		7	10

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		5	2
1	23		6	
2	23		6	
3	23		6	
4	35			4
5	34			4
6	32	1	6	14

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	31		4	2
1	23		6	
2	23		6	
3	23		6	
4	34			4
5	34			4
6	32		7	12

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1256

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	6

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,574	\$1066	\$10,508	\$79,784
District	N/A	N/A	\$10,508	\$90,490
Percent Difference - School Site and District	N/A	N/A	0.0	-12.6
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-2.5	-17.1

## Fiscal Year 2023-24 Types of Services Funded

As a charter school, we receive funding based upon the state's LCFF, LCFF Supplemental, charter categorical funds, special education, ELOP, Early Learning, Arts and Music funds and other restricted dollars. We also receive federal funding from the CARES Act ESSER; Special Ed & Special Ed GEER, and Learning Loss and Coronavirus Relief (expected to expire June, 2024).

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,756	\$58,855
Mid-Range Teacher Salary	\$83,901	\$92,519
Highest Teacher Salary	\$118,698	\$114,665
Average Principal Salary (Elementary)	\$153,230	\$142,791
Average Principal Salary (Middle)	\$150,909	\$151,078
Average Principal Salary (High)	\$178,295	\$167,094
Superintendent Salary	\$312,077	\$281,086
Percent of Budget for Teacher Salaries	29.44	30.99
Percent of Budget for Administrative Salaries	6.66	5.37

## Professional Development

Teaching and learning are paramount at SJCA. This learning culture embraces reciprocal practices amongst stakeholders, most notably, our students and teachers. Teachers and learners benefit from the cycle of instruction: direct instruction, guided/independent practice, assessment and reflection.

With respect to adult learners, SJCA has considered Malcolm Knowles' five principles: involvement in planning and evaluating content, experience roots the learning activities, relevance to the environment, and learning is "problem-centered" rather than



“content-oriented”.

As such, the Data-Driven Professional Development Model Program at SJCA is based on student achievement results and performance, teacher reflection, and input. SJCA is committed to providing PD in an ongoing, cyclical nature. This process continues to foster a culture that supports and promotes achievement for on-time, needs-based, and strategic, long-term PD goals.

The PD framework includes:

**\*New Teacher Training:** This is provided for all new teaching staff, despite previous teaching experience, to ensure a robust and rigorous learning experience for students. Calibration and articulation of teaching and learning strategies are beneficial to our range of learners.

**\*Preservice Training:** All staff engages in four days of preservice PD depending upon the identified needs of standards, curriculum, student and teacher needs from the aforementioned data sources.

**\*On-going Weekly PD:** a 45-minute block of time WITHIN the daily teacher workday gives staff the common time for timely PD to strengthen teaching and learning needs. Each day is dedicated to a specific topic: RTI/MTSS intervention, data analysis, literacy/technology, curricular planning, and team governance.

**\*Monthly School-wide PD:** Staff meetings are integral to a whole-school approach where grade levels can share in the camaraderie and vertical (TK-8) development of our teaching and learning goals. Curriculum rotations are led by our teacher leaders designated as curriculum coordinators. They are provided opportunities to observe teachers and develop PD based on identified opportunities, best practices, or next steps in program implementation.

**\*Grade-Level PD Planning Days:** Each grade-level team engages in professional training and collaboration a minimum of 1 ½ days three times a year where they spend their time together working through professional development training and implementation for the upcoming term.

**\*Reflective PD Planning:** All teams engage in reflective feedback to ensure PD is effective and beneficial to our community. There are identified days throughout the school year when grade-level teams, leadership, and administrative teams meet to assess, reflect and refine PD plans.

PD sessions are led by various leaders, teachers, staff members, and contracted providers. PD is a valued, integral part of our school design because all stakeholders have a role in making it successful. The commitment to data analysis at all levels and reflective conversation anchors the topics and direction for discussions, decisions, and practice.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10+	10+	10+