U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [X] Charter   [ ] Magnet[ ] Choice

Name of Principal Ms. Erin Shiroma

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name San Jose Charter Academy

(As it should appear in the official records)

School Mailing Address 2021 W. Alwood Street

(If address is P.O. Box, also include street address.)

City West Covina   State CA   Zip Code+4 (9 digits total) 91790-3259

County Los Angeles

Telephone (626) 856-1693   Fax (626) 480-1725

Web site/URL
https://www.sanjosecharteracademy.com   E-mail erin.shiroma@sjcharter.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____

(Principal's Signature)

Name of Superintendent*_Ms. Erin Shiroma_____E-mail_erin.shiroma@sjcharter.com_____

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Jose Charter Academy   Tel. (626) 856-1693

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Matthew Smith

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

Non-public Schools: If the information requested is not applicable, leave blank.

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district   1 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
                                            0 High schools
                                            0 K-12 schools

                                            1 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district**.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

   [ ] Urban (city or town)
   [X] Suburban
   [ ] Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	162
1	138
2	138
3	136
4	138
5	136
6	136
7	136
8	136
9	0
10	0
11	0
12 or higher	0
Total Students	1256

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of   <u>0</u> % American Indian or Alaska Native
    the school (if unknown, estimate): <u>21.4</u> % Asian
    <u>1.1</u> % Black or African American
    <u>72.8</u> % Hispanic or Latino
    <u>0.2</u> % Native Hawaiian or Other Pacific Islander
    <u>4.1</u> % White
    <u>0.4</u> % Two or more races
    100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: <u>3</u>%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred **to** the school after October 1, 2021 until the end of the 2021-2022 school year	21
(2) Number of students who transferred **from** the school after October 1, 2021 until the end of the 2021-2022 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1, 2021	1246
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

<u>Spanish, Mandarin, Cantonese, Chaozhou, Toishnese, Vietnamese, Arabic, Armenian, Tagalog, Greek, Hindi, Indonesian, Cambodian, Korean, Punjabi, Telugu, Tongan</u>

English Language Learners (ELL) in the school: <u>0</u> %

<u>0</u> Total number ELL

7. Students eligible for free/reduced-priced meals: <u>51</u> %

Total number students who qualify: <u>635</u>

8. Students receiving special education services with an IEP: 9 %
   Total number of students served   111|

   Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

10 Autism	0 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	15 Other Health Impaired
0 Developmental Delay	11 Specific Learning Disability
2 Emotional Disturbance	67 Speech or Language Impairment
3 Hearing Impairment	0 Traumatic Brain Injury
0 Intellectual Disability	3 Visual Impairment Including Blindness

9. Students receiving special education services with a 504:   1 %
   Total number of students served: 8

10. Number of years the principal has been in the position at this school: 7

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	51
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	19
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	15

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	97%	97%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes <u>X</u>   No

If yes, select the year in which your school received the award.   <u>2016</u>

16. In a couple of sentences, provide the school's mission or vision statement.

"San Jose Charter Academy inspires students to create, innovate and imagine limitless possibilities: To dream. To do. To change." The mission of San Jose Charter Academy, in partnership with parents and the community, is to prepare our students with the skills necessary to thrive and positively impact the global community through the 21st century. San Jose Charter Academy is a school that prepares children to thrive not only in the world as it is today, but prepare to create the world that can be.

17. Provide a URL link to the school's nondiscrimination policy.

https://www.sanjosecharteracademy.com/apps/pages/index.jsp?uREC_ID=594423&type=d&pREC_ID=1676037

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

San Jose Charter Academy shall establish a period of open enrollment each year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

• Siblings of students admitted to or attending the Charter School

• Residents of the District

• All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).•   Family of Faculty and Staff

PART III – SCHOOL OVERVIEW

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 of 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 90 minutes longer than the average American school day. All first through eighth-grade students attend school for 7.5 hours and Transitional Kindergarten (TK) and kindergarten students attend 6.5 hours daily.

Our 1256 students know themselves as SJCA Sharks; and, as they progress each year, take on an identity of a new shark. Each grade level is referred to as a "house." Each "house," named after a specific Shark, creates 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 (grades K-2), Elementary (grades 3-5), and Junior Academy (grades 6-8). This design supports students, families, and teachers, bringing cohesion and collaboration amongst stakeholders: "a community within a community."

Teacher collaboration is an essential component at SJCA: individual teams optimize their strengths and the steering of the teams' leadership. This is achieved through the structural design of the teachers' professional day. Teams meet daily while students attend physical education or fine arts classes. They are able to analyze student outcomes, discuss behaviors that promote or detract from their success, and collectively identify intervention and enrichment strategies for students.

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, and integrity; Exercise perseverance, leadership, and compassion in caring for yourself and others and the world we share; and, Be economically self-sufficient in the 21st century's global marketplace.

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 Mutli-Tiered System of Support (MTSS) initiative, and educational equity, involving all TK-8th grade students. Federal and state COVID-19-related recovery funds have allowed us to expand our student support services by incorporating a team of Utility Teachers who support students in various ways. 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 has been long recognized as offering a stellar learning environment for our learners, and even in the depths of a pandemic, we continued to serve our students and families with instruction and resources that were of high value. Years prior, SJCA had already been establishing roots in programs and initiatives that now hold importance in supporting all student learning and family needs. As we have developed these programs, it is the purposeful convergence and alignment of all of these initiatives that give flight to what SJCA truly envisions for its community: better together, stronger together, rising together, and soaring together.

Since receiving the National Blue Ribbon honors in 2009 and 2016, SJCA has been able to share our best practices by hosting school tours, serving on advisory community and partner advisory boards such as Foothill Family, Scholastic Literacy Pro, and are sought out as a mentor school in various California

associations. SJCA takes pride also being awarded as a California Distinguished School, Title I Achieving School award for many years, as well as other state program recognitions. While we are truly honored, SJCA continues to have a growth mindset of a school in continuous improvement.

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 the vision that "San Jose Charter Academy inspires students to create, innovate and imagine limitless possibilities: To dream. To do. To change."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The Success For All (SFA) program, developed by Johns Hopkins University, which begins in Transitional Kindergarten (TK)and articulates through fifth grade promotes early literacy ad provides a comprehensive literacy foundation. This program ensures students are building on their literacy skills in a structured and methodical, articulated manner from early literacy through our upper elementary instruction. The KinderCorner component of the SFA program specifically targets language and literacy development through thematic concepts with emergent readers by targeting phonological awareness, phonemic awareness, and oral language development.

ReadingRoots in 1st grade builds upon the foundations of KinderCorner and continues to focus on developing foundational literacy skills and knowledge. Students can continue to develop their literacy through understanding conventions of print, storytelling and retelling, building vocabulary, developing oral language, and listening skills.

ReadingWings (Grades 2-5) is the upper-elementary reading program that builds on the solid base of decoding and comprehension skills established in the Reading Roots program. Students are encouraged to engage in challenging conversations to deepen their comprehension of the story and connection to other related or contrasting texts. Students are consistently monitored in the ReadingRoots and ReadingWings programs, grouped homogeneously for a 90-minute block, and grouped homogeneously based upon their mastery performance each academic term, strategically targeting their literacy strengths.

StudySync is a complete middle school English-language arts curriculum, designed to meet the rigorous academic needs of students. Accessible through print or online platforms, StudySync engages learners daily with a unique blend of contemporary and classic literature in 100-minute instructional blocks of time. College and career readiness requires strong analytical and reasoning skills, which intensifies the importance of remediating and nurturing students' reading abilities at the middle school level. Students use a peer review platform, giving students an authentic audience to provide immediate feedback every time they respond to text. The anonymous peer review helps build students into skilled writers and critical thinkers.

Both Success for All and StudySync include self, peer, and teacher evaluations. Teachers are able to flexibly use a wide variety of formative and summative assessments. Periodic reading data also include termly universal and diagnostic measures. The Reading Inventory (RI) is a research-based, computer-adaptive reading assessment program for students that measures reading comprehension on the Lexile Framework for Reading. Lexia Learning, includes computerized diagnostic assessments to screen for at-promise students, diagnose a student's skill level, and identifies areas where practice or instruction is needed at the primary and elementary grades. This data helps teachers and administrators monitor their students' progress.

Writing is threaded throughout the curriculum at SJCA. The Step Up to Writing curriculum is used to develop narrative, expository, and argumentative writing skills. By incorporating writing workshop structures throughout the instructional process, students can develop their writing skills in a supportive and collaborative environment. By learning and applying the rules and conventions of spelling, grammar, and syntax, students can develop a strong foundation in writing skills that they can build on as they progress through school. Students develop a growth mindset and sense of ownership and voice over their own learning by receiving feedback on their writing and learning how to revise and improve their work to communicate their ideas effectively.

Rigorous literacy instruction is paramount for all students' progress toward reading and writing proficiency. Teachers use performance data to inform instruction and students are aware of their progress, tracking their achievements over time. Students need to be able to assess and evaluate their own learning and are

encouraged to take a more active and consistent role in evaluating their own learning and setting their own goals for achievement during their student-led family conferences.

1b. Mathematics curriculum content, instruction, and assessment:

Everyday Mathematics, 4th Edition for TK-5th grades is designed to enhance students' mathematical understanding and prepare them to adeptly solve problems. By emphasizing real-world applications of mathematics, students see the relevance of mathematical concepts and how they apply to everyday life. The inclusion of research-based materials ensures students are learning in a way that is effective at promoting applicable mathematical understanding. By fostering a full range of mathematical topics, including data collection and analysis, probability and statistics, geometry, and algebra, our math program allows students to develop a strong foundation in mathematical concepts that they can build on throughout their academic careers.

Through hands-on activities with manipulatives and projects, students apply and test their mathematical ideas and understandings. They work in pairs and in groups to make discoveries, develop math skills, explore relationships, and strengthen their math thinking. This introduction helps ensure that they go through life confident in mathematics and capable of applying it to their daily lives. As students progress, it continues to balance concept instruction with meaningful application. Students apply their more advanced mathematical tools and techniques to a rich variety of cross-curricular projects and activities.

For our 6th-8th grade math learners, our daily 100-minute extended math block supports deeper discussion and connections to mathematical proficiency. Carnegie Learning is used to provide overarching questioning that promotes analysis and higher-order thinking, building critical thinking and reasoning skills. Questions, instruction, and worked examples, help students develop their own mathematical reasoning. Lessons are also structured to provide students with various opportunities to reason, model, and expand on explanations about mathematical ideas.

We optimize a variety of digital programs and platforms to support math assessment, instruction and access for students. It is common for our families to express the need for additional online support from home so we have continued to invest in resources.

The Math Inventory (MI) is a research-based, computer-adaptive math assessment for students in grades K-12. Aligned to the Quantile Framework, the MI provides a quantile that evaluates both math achievement and the level of math skills and concepts. Teachers are provided with a growth measure for their students that help them determine if students are on track to grade-level proficiency and algebra, the pathway to career and college readiness.

Gaming is a powerful learning model for students to engage in math. Created by MIND Research Institute, ST Math is game-based instructional software designed to boost math comprehension through visual learning. The ST Math software uses interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills.

SJCA strives to provide comprehensive and rigorous math instruction for all students, optimizing technology to help each student progress toward proficiency. Students are aware of their math progress, tracking their achievement over time. Teachers support them with scaffolded lessons and strategic use of software to improve problem-solving and math application.

Teachers use performance data to inform instruction and students are aware of their progress, tracking their achievements over time. Students need to be able to assess and evaluate their own learning. they are encouraged to take a more active and consistent role in evaluating their own learning and setting their own goals for achievement during their student-led family conferences.

1c. Science curriculum content, instruction, and assessment:

A developmentally appropriate and standards-based approach to science education helps students build a strong foundation of scientific knowledge and skills that they can apply throughout their academic careers. By providing a daily or block schedule routine for science education, students have dedicated time to engage in inquiry-based activities, work on collaborative projects using technology, and engage in experiments. Students are assessed in a variety of ways: using an assessment bank to create concept and standards-based assessments, allowing them to evaluate their learning and use the resources available to them in the resource-rich online platform. Additionally, students continuously build their own understanding from hands-on experiences and new ideas to which they are exposed. The stages of the 5E model include: Engage, Explore, Explain, Elaborate, and Evaluate. Teachers and students use rubrics and learning scales to assess and evaluate their learning.

Discovery Education brings a variety of highly engaging educational content from partners like MythBusters, the National Basketball Association (NBA), Lockheed Martin, Shark Week, Major League Baseball (MLB), and Street Science into our K-12 services. In this platform of real-world application the science curriculum offers resources that mirror the unique interests of students, helping them make relevant and lasting connections between science and their everyday lives. Vibrant images and video resources focus on phenomena and create curiosity to science processes which help students make connections between their observations and the scientific world around them. Foci on NGSS (Next Generation Science Standards) help students layer their learning and connections in science through science and engineering practices, disciplinary core ideas and cross-cutting concepts. As students articulate their science learning through the grades, they see patterns, develop layered understandings, and connect science disciplines as a whole in everyday learning.

1d. **Social studies/history/civic learning curriculum content, instruction, and assessment:**

Our students, K-8th grade, use McGraw-Hill's Impact program, a dynamic, student-centered program designed to help teachers make an impact in the classroom, and to inspire students to consider the world around them. Students engage and learn about history and its related disciplines. The curriculum for social science is designed to be engaging and relevant for students, with a focus on process skills and investigation of important content. The inclusion of a multicultural perspective and respect for diversity is important for creating an inclusive learning environment that values all students' experiences and perspectives.

Our teachers use social studies project-based instruction to evaluate student performance allowing students to demonstrate their understanding of the content in meaningful ways. Additionally, it helps teachers to understand what their students have learned and adjust their instruction accordingly. Teaching Social Science on a daily or block schedule basis allows for consistent and sustained learning opportunities, which can help students to deepen their understanding of the subject matter over time.

Students are supported in the art and strategy of inquiry. Analysis and action are at the forefront, engaging students with essential questions that ask them to actively participate. Students are asked to deeply comprehend what they read, to write effectively, and to communicate clearly and with purpose, allowing students to see themselves as a part of the global community. Current events are highlighted, celebrating unique and diverse individuals, and connecting the past with the present. Students are encouraged to take action for true civic engagement.

Social studies curricula expose students to a wide variety of American regional cultures, international cultures, as well as current global concerns. Real-life learning applications and projects allow students to share their experiences, lineage and heritage. We believe that students who feel valued and appreciated, continue to contribute to their own success, as well as the collective success of their classmates.

1e. For schools that serve grades 7-12:

At SJCA, programs that promote college and career readiness have been adopted to support the transition from student to employee. Programs such as the "Branding Academy" provided by Smart Social, provide monthly mentoring that helps students tell their stories online to launch them into their dream job/college. Students are taught how to audit their current Google results and help to build a rich online portfolio to

improve their digital footprint.

Students in grades 7-8 have explored educational programs in coding and graphic design through a partnership with Windtree Education. Students express a creative process that combines art and technology to communicate an idea. They work with a variety of communication tools arranging visual elements such as typography, images symbols, and colors to convey a message. Students create websites, books, magazines, product packaging and exhibitions.

Opportunities for leadership live and breathe through our student culture. Our Associative Student Body (ASB) promotes initiative and collaboration between students to promote a positive environment for the school community by coordinating activities such as student assemblies. School counselors provide mentoring to students and serve as advisors to our Builder's Club. The club allows for students to connect and partner with community organizations through service clubs such as Kiwanis Club. Our "Rising Up" students, which consist of 8th-grade students, teach anti-bullying lessons to their fellow classmates in 6th grade.

At SJCA, we believe that it's never too early for students to explore their future options in an organized way. We continue to work to create a College and Career Readiness culture by building an environment in which our attitudes and practices are positive and teaching our students on how to get information regarding college and the plethora of post-secondary options. Through our college and career week, we show our students and families that there are more opportunities for them than what they see in front of them.

1f. For schools that offer preschool for three- and/or four-year old students:

2.   Other Curriculum Areas:

2a. Arts (visual and/or performing)

The Arts, both visual and performing arts, are a fundamental part of our school's design. All students, TK-8th grade, are taught by specifically-credentialed teachers. The student schedules are structured to support these 50-minute classes, meeting every other day, alternating with physical education. Therefore, students are instructed for a full semester in art and the following semester through music. They increase their knowledge of artistic principles, elements, and terminology and translate their observations into original artwork, often using multimedia and other audiovisual materials. Further, cultural connections to the arts are celebrated and built into arts instruction. SJCA's curriculum offers an ambitious program of instruction in the visual arts -- history, appreciation, and practice.

The arts program in the Junior Academy is integrated with other subject areas that expose students to diverse cultures and civilizations. This approach helps students develop a deeper understanding of the world around them and make connections in all subjects. Analyzing the contributions that societies have made to the arts also allows students to appreciate the richness and diversity of cultural expressions that they can see in society today.

Primary-age students begin formal studies in music through singing, playing simple instruments, and listening to a wide range of musical styles from many different cultures. They gain a wide understanding of various musical forms and styles, such as classical, jazz, blues, and rap. They increase their knowledge of artistic principles, elements, and terminology and translate their observations into original artwork, often using multimedia and other audiovisual materials. All students at each grade level (K-5) perform a musical each year.

The Junior Academy music program provides students with a continuation of the musical skills learned in the primary grades. SJCA offers an advanced band class as an elective during the day. Beginning and

advanced band opportunities are available after school as well along with an elementary and junior academy choir.

2b. Physical education/health/nutrition

SJCA prioritizes developing motor skills and aerobic capacity while targeting individual levels through personal fitness plans. We believe that building basic motor skills leads to lifelong enjoyment of physical activities, rather than emphasizing competition. Our program accommodates all ability levels, and fourth through eighth-grade students participate in the Presidential Fitness Awards program. For the Junior Academy years, we guide students through physical, social, and emotional changes associated with early adolescence. Intramural sports programs are available for two of their three years in this academy, and peer-coaching activities promote mutual skill development. Our health program integrates health, science, and character and ethics curriculums when teaching human reproduction.

All students, TK-8th grade, are taught by specifically-credentialed physical education teachers. The student schedules are structured to support these 50-minute classes, meeting every other day, alternating with art and music. Developmental skills and habits are built into the physical and health education of our students.

2c. Foreign language(s), if offered (if not offered, leave blank)

At SJCA, seventh and eighth grade students can take Spanish classes that include conversational Spanish, vocabulary and pronunciation, and cultural awareness. We use Rosetta Stone to teach the language through listening and speaking, reading and typing, and cultural activities. Students can practice their individualized language level on Rosetta Stone at home and in class. Weekly homework is assigned to help students practice and reinforce their language skills, making it an essential part of the learning process.

We have also purchased licenses through Mango languages to allow students' exploration of other languages such as Mandarin, French, German, Japanese, Italian and other world languages. While this is not a class that is taught directly, the technology-rich resources and instructional supports provide pathways for our students that serve their choice and curiosity to explore other languages and cultures.

2d. Technology/library/media

SJCA integrates technology throughout the instructional day, with all students having access to one-to-one devices both before, during, and since the pandemic. Over the past three years, the school has developed a purposeful one-to-one device access and seen exponential advancements in instructional support. Students receive formal instruction on using technology to enhance their learning and understand how it can strengthen their understanding, in line with the computer science technology standards.

We believe a core part of an technology integration requires digital citizenship and a keen understanding of using one's voice wisely in a virtual learning landscape, especially critical as our students engaged in virtual classroom instruction throughout the pandemic. Following our return to in-person learning, this has remained a fundamental bedrock as the technology platforms have greatly transformed learning practice.

2e. Any other interesting or innovative curriculum programs you would like to share

While we do not have an elective course catalog, middle school students are able to participate in before and after school classes. These classes are ungraded and not listed on their transcripts; however, the experience is rich and provides onramps to opportunities in their high school career.

Seventh and eighth-grade students have the opportunity to participate in a yearbook course where they design and build the content for the annual publication. Students learn about the visual and print media communication requirements for this type of media. Students compose, construct, and edit all elements of computerized text layout, graphic art, and digital photography. Students work on clerical, financial, advertising, and business skills in maximizing this experience.

Another class option is CyberSecurity where we are active members of the Air Force Association's CyberPatriot program. Students learn to read and analyze networks to better secure these virtual networks. This is a growing program we would like to expand to our upper-elementary students over time.

Leader In Me is an evidence-based, CASEL-approved, comprehensive leadership curriculum that empowers students with life skills they need to thrive. The curriculum drives the following paradigms: Everyone can be a leader; Everyone has genius; Change starts with me; educators empower students to lead their own learning; and Develop the whole person

With lessons, leadership roles and schoolwide student-led leadership initiatives, students learn the paradigms of leadership through Franklin Covey's 7 Habits of highly successful leaders to help them thrive in their communication, collaboration, and self-efficacy.

3. Academic Supports

3a. Students performing below grade level:

SJCA invests in driving instruction that best suits all learners: each an individual with their own story and needs. The best outcomes occur in a collaborative environment, using measurable goals, and accountability, taught by highly-specialized teachers. Our learners thrive in programs that have strong literacy components, incorporate technology, and use data to drive instructional decisions.

Within the classroom, teachers are aware of the students who require more support before they walk into their classroom at the start of the year. Through data analysis and collaborative planning, teachers structure their lessons to incorporate small-group instruction opportunities and activities. A variety of instructional practices are incorporated into daily lessons: cooperative learning, targeted software, explicit direct instruction, and hands-on methods provide all students with equal access to supported learning.

Students not showing mastery are identified through ongoing formative assessments, summative assessments, annual standardized assessment data, etc. and are targeted for additional academic support. The instructional day has a dedicated Customized Learning block where teachers direct student instructional activities that build upon identified skills requiring remediation or intervention in math and/or language arts within homogenous groupings. In addition, literacy classes are divided homogeneously to target specific needs of students in reading and language. SJCA provides tutors and utility teachers who are specifically trained to support students with various needs within the classroom and in small groups.

Despite the significant amount of individualization built into the curriculum, some students may need additional attention and services. Prior to students being referred to MTSS Tier 2, grade-level teams meet to discuss student concerns and potential classroom accommodations within the realms of Tier 1 classroom instruction. If more intense support is needed, our pre-referral process will specify interventions the teacher has attempted, along with the outcomes. Referrals may lead to an MTSS Tier 2 meeting where documented academic, behavioral, and/or attendance concerns are addressed and strategies are developed for interventions. Through this collaborative effort, our administrators, teachers, counselors, and school psychologists meet to identify students who require additional academic or behavioral support.

3b. Students performing above grade level:

SJCA's design for meeting the needs of learners that exceed proficiency mirrors the approaches used to meet the needs of all learners at SJCA. Students that exceed mastery are identified through on-going teacher assessment, and annual standardized assessment data. They are targeted for additional academic scaffolding. The instructional day carries the same dedicated Customized Learning block for all learners where exceeding students are given time to participate in instruction that challenges them further into more advanced rigor and discovery. Using a collaborative environment, measurable goals, and accountability, teachers and instructional staff continue to monitor engagement and growth.

The same high-leverage practices and strategies are incorporated into lessons daily. Standards-based

learning using cooperative learning, explicit direct instruction, and hands-on methods provide all students with the opportunity to engage in more challenging content. Within the use of proficiency scales, teachers also identify criteria students must acquire to measure as exceeding proficiency. This allows the agency of an exceeding student to purposely direct them toward clear criteria which advance rigor and, in turn, their learning.

In Junior Academy, those students who excel in math are given the opportunity to take advanced integrated math. This class is designed to cover 50% more content in the year in 7th and 8th grades so that students can meet the requirements for Algebra 1 proficiency before promotion into high school.

In addition, literacy classes throughout grade levels are divided in homogeneous groupings targeting specific needs of exceeding students in reading. Exceeding learners are placed in classes that engage more rigorous thinking, language and reading skills. Within the cooperative discussion lie opportunities to develop critical analysis, flexible perspective taking and develop discourse.

With attention to student engagement and challenge, students can propel their skills in the many support software options we have to extend learning. Learners who excel can develop their self-efficacy in using the software to master concepts, and access content at their pace in literacy and math.

3c. Students with disabilities:

Students with disabilities at SJCA are fully-included in our classrooms and the SJCA community; specifically, they are active members of each classroom in a general education setting. They are encouraged to participate in all aspects of our learning community: sports, student leadership, and clubs, because they are vital to the elevation of student voice.

This is also represented in the model of support in the classroom. Students identified as needing instructional, behavioral, or social/emotional support within classroom academic instruction receive this support within the general education setting. Special education specialists partner with general education teachers, paraprofessionals, and other support staff to help students access grade-level content. Students with disabilities also benefit from a dedicated Customized Learning block where they receive remediation and intervention which is monitored by ongoing assessment data. They also benefit from homogeneous literacy classes throughout grade levels which target the specific needs of exceptional learners in reading. The benefit of both Customized Learning and homogeneous literacy classes is the ability to respond adeptly to student needs. While identified students are already defined as receiving Tier 3 intervention, there are times when new strategies or programs need to be explored in order to support certain groupings or students appropriately and effectively.

Like all of our students, students with disabilities need ongoing assessments to determine whether skills and knowledge have been truly internalized. The analyses are tied to professional development on standards-based instruction, so that teachers can enhance their understanding of student performance in light of normative data, and the student's Individualized Education Program (IEP), and modify their instructional designs to include scaffolds accordingly. In this way, staff is continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations, no matter what. The collaborating alliance between our special education team and general education teachers fuels the continued advancement of our students with disabilities.

3d. English Language Learners:

English language (EL) learners enter our school with unique experiences, diverse cultures, and a variety of languages. At SJCA, we fully immerse our EL students in the classroom, providing differentiated instruction that supports their unique needs. We believe that students learn best from one another and language is acquired through social interaction and play. Students are regularly encouraged to work in collaborative discussion groups that engage language learners in opportunities for oral expression, discussion, and discourse. Our curriculum provides a vast range of content-based resources that help support the development of language.

Through targeted professional development, teachers discuss best practices and scaffolds to further develop language development. Our instructional support staff collaborates with teachers to provide resources to strengthen curricular support for our EL students. In addition to our reading curriculum, teachers are trained with strategies incorporated through Project GLAD (Guided Language Acquisition Design), such as engaging chants, visual representations, and Total Physical Response techniques.

Another way we support our EL students is through our expanded morning language class. We invite our EL transitional kindergarten and kindergarten students to attend morning intervention classes prior to the start of their school day. This class provides them the opportunity to learn new academic vocabulary, review social stories, and use specific English language curricula such as Lexia English to strengthen their foundation of language.

EL students consistently perform well on the ELPAC (English Language Proficiency Assessments for California) test and redesignate out of the EL program within only a few years. We believe early intervention, a strong robust, language-developing curriculum along with effective teaching is the key to their success.

Our EL families are active members in our school community. They give valuable feedback that guides our understanding of how to best support their children at SJCA. We welcome our families and help build their relationship with our school where language is not a barrier but an invitation to better understand their unique needs.

3e. Other populations, if a special program or intervention is offered:

To further support the needs of students, California provided additional funding through the Expanded Learning Opportunities Program (ELO-P) for after-school and summer school enrichment programs for transitional kindergarten through sixth grade. The program's focus is to develop the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences outside of typical academia. This program provides opportunities for our unduplicated student population with specific criteria for participation.

At SJCA, ELO-P opened avenues to reach our students through their own interests, hobbies, arts and creative needs. Our families' input was gathered and analyzed as we developed our offerings for this afterschool program. Enthusiastic SJCA staff and outside community vendors help build this program outside of our school day. We offer a multitude of sessions to our after-school students that include learning a second language such as Spanish, American Sign Language, and Mandarin. We also offer a variety of classes in creative movement and physical education. From soccer to basketball and breakdancing to yoga, our students love to participate in new opportunities and learning. The love for science and exploration is evident amongst our students as they participate in Robotics, Electrical Engineering, and Design Printing. There are many more class offerings that have positively impacted our students socially in these multi-age classrooms. Student leaders have taken initiative in helping other students from different grade levels when describing a new concept, playing a challenging game, and working collaboratively in creating STEM projects. Ultimately, this interaction will strengthen relationships that will deepen their social connection to our school.

Our parent community is supportive and appreciative of the offering of extra learning experiences through ELO-P. Parents enjoy being chaperones for field trips on the weekends and know that their input is a valued asset to our program. They also welcome our summer school sessions and are pleased that their children will continue to be part of an ongoing whole-child approach to meet their educational needs.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

SJCA strives to create an environment where each student can reach their superlative potential through high academic standards, character building, goal setting, and healthy lifestyles. The aim is to prepare students to succeed in the global community by fostering critical thinking and problem-solving skills. A positive, hands-on approach to learning is essential to achieving this goal.

At SJCA, we prioritize individualized learning that begins with each child's unique starting point, including their knowledge, cultural heritage, and socio-economic background. To achieve this, each student is assigned a mentor teacher who guides them through their learning journey, assisting with conflict resolution, building resilience, and developing autonomy. We reinforce our school's eight Core Values through monthly character education lessons, discussions, and activities, with a focus on one value per month. The Core Values and 7 Habits are celebrated in monthly assemblies, during which students are recognized for embodying these values with "Caught Being a Leader" cards. Our staff actively participates in recognizing outstanding behavior, emphasizing our commitment to character building and creating a positive learning environment.

As part of our Leader In Me Program, whose mission is to build leadership capacity, students are taught how to be leaders and take on leadership roles. Our student lighthouse team meets weekly with their advisor to discuss current issues and offer suggestions to improve our school. As part of our school lighthouse team, habit ambassadors go out to classrooms and teach students about the Leader In Me program. The opportunity to share these lessons with their peers has allowed them to grow as leaders.

We believe that positive culture rests on relationships established with students and families extended beyond the regular school year. These relationships are built in engaging classroom environments where connections are made daily. Our school day begins with an extended Morning Meeting where targeted lessons address specific classroom needs. On-going collaboration provides opportunities for teachers to implement activities that help run trauma-informed classrooms. In our Junior Academy, this relationship strengthens over their middle school experience as our students maintain the same homebase teacher for all three years. Relationships are evident as we see so many of our alumni visit classrooms and give back to our community years after they are promoted from SJCA; some have even come back and are a part of our staff.

2. Engaging Families and Community:

At SJCA, we understand the essential role that parents and family members play in their children's success in education. We are dedicated to fostering a culture of engagement that involves families in their child's learning journey and provides them with the best possible educational opportunities. We firmly believe that education our students is a collaborative effort that involves both school staff and families. We encourage families to work closely with our team to create a supportive and collaborative learning environment that promotes student success and school improvement.

Parent involvement and decision-making are key elements at SJCA. Parents participate in the decision-making process by serving on our advisory committees on our school board, the Parent Teacher Organization (PTO), School Site Council, District English Learner Advisory Committee, etc. They bring a unique perspective of community and culture, which is invaluable in creating a more inclusive and diverse learning environment. Parents are essential representatives in the governance and management of our school and in helping to guide school policies and procedures.

To ensure effective communication with parents, families, stakeholders, and the community, our school has put in place a robust communication process. We understand that engaging with our parents, not just those who can voluteer on campus, is critical to building a strong and supportive community. Our school website, and our communication platform, Parent Square provide our school community with up-to-the-minute information relating to school events and operations that keep them informed.

We are proud of the strong connections and partnerships we have forged with our community. We are grateful for the support that we receive from our parents, who continue to demonstrate their appreciation through their active participation and volunteerism in various school activities. Our PTO plays a central role in these initiatives. As a way of giving back to the community, SJCA families participate in the collection of canned food items for our local food pantry, toy drives for Padres Contra Cancer, raising funds for L.A. Children's Hospital, partnering with our local Kiwanis Club,. SJCA also partners our local senior living facilities, where their residents enjoy reading to our students. In turn, students have shown their appreciation and generosity through holiday greetings and gifts.

SJCA has worked closely with Operation School Bell for many years. They offer clothes and school supplies for any student in need. Having new clothes to wear allows our students to focus on the things that matter. We also recognize the impact on our students and families that arose during the pandemic. To support our students and families with their mental health and well-being. Our partnership with Foothill Family has allowed our community members to start the healing process through parent workshops and individual therapy. Our dedicated and knowledgeable staff, supportive parents, and involved community members all work collaboratively to ensure our student's success.

3. Creating Professional Culture:

SJCA maintains top talent so that teaching and learning is consistently flourishing in performance and ingenuity. It is vital that teachers and staff have a positive rapport with their students, but also with families, the community, and most importantly, each other. These relationships build professional discourse and transcendent collaboration. This can only be done when teachers are well-coached, supported, and empowered.

Teachers benefit from structures that are meant to increase teacher efficacy and nurture opportunities for leadership. Teacher leadership comes in many forms, from Teachers on Special Assignment (TOSAs) who drive data analysis, instructional models, and curricular training, to Curriculum Coordinators who drive specific curricular management, to Lead Teachers who manage the operation and culture of grade-level house teams, and Grade Level Coordinators who maintain the pacing of grade-level teaching and assessing. Teacher leaders are a vital arm to successful teacher efficacy, as well as to the culture of collective efficacy. SJCA sustains professional learning culture throughout the school, for classified as well as certificated staff.

Professional Development (PD), a core tenet at SJCA, enables us to maintain a student-focused vision. SJCA makes investments in PD for teachers, administrators, and school staff. We believe PD must be site-based and intensive. PD goals are derived from achievement results, student performance, teacher reflection, and various types of student assessments. Informal observations by teacher leaders increase engagement and learning through the pedagogy of the teacher. The cyclical nature of this process, when paired with professional development, fosters a culture that promotes achievement. Students benefit from micro-adjustments teachers implement as they make meaning, calibrate, and share best practices. In this forum, the leadership culture allows all teachers to embrace, embody and empower life-long learning in the interest of their students.

A professional learning culture is just one way to engage teachers' and staff's well-being, but it is also found in support and encouragement of our teachers' and staff's mental wellness. All staff has access to a mental wellness agency if they so need it, as the rigors of teaching can impact overall vitality and integrality.

SJCA celebrates the impact of our dedicated staff in weekly and monthly highlights in staff newsletters and staff meetings, termly celebrations of growth reflected in data, and recognitions of their employment at SJCA. Our parent community values SJCA's staff by showing gratitude in acts such as providing refreshments and provisions during teacher conference weeks, and much more. Staff are valued and seen by the SJCA community as instrumental to their children's success. Over time, the impact continues to be profound, as reflected in overall achievement data and community-based surveys and reflections.

4. School Leadership:

SJCA has a team-oriented and student-focused leadership philosophy that is driven by high expectations. By maintaining a shared decision-making approach through various groups of staff, parents, and community members, SJCA can ensure that everyone has a voice in the direction and decision-making of the school. The composition of the Board of Directors, with four of the five members being parents of former or current students, highlights the importance of parent involvement in the leadership of the school. This can help ensure that the decisions made by the board are grounded in the needs and interests of the school community.

At SJCA, collective leadership has been a cornerstone of our philosophy. Our leadership tier system allows for there to be many leaders in our community. We house not only a Superintendent/Principal and administrators but also Lead Teachers who assist the administration in overall school planning, and decision-making and serve as the staff's leadership team. In addition, Grade Level Chairpersons serve as the instructional leaders for the grade levels they represent, as well as serving as role models for the implementation of instructional "best practices". Curriculum support is also provided by Curriculum Coordinators, assigned to each curricular area. In addition, our Literacy, Math, and Equity coordinators work closely with our school community to ensure all our students have what they need to succeed.

Each of these leaders are involved, from decision-making, instructional and curriculum planning, to the sharing of best practices. The variety of leadership roles is the cornerstone to building site-based capacity. This is evident through the work done at our end-of-the-year Leadership Retreat. This event captures the "thinking" of all school leaders as we set and update instructional policy, plan out the upcoming year, and engage ourselves in leadership professional development.

Student leadership has been ever-growing at SJCA. Our Associative Student Body assists in coordinating activities to build our student culture. School counselors provide mentoring to students and serve as advisors to our Kiwanis' "Builder's Club," a leadership group that brings our school and community together through service, as well as our "Rising Up" students who teach anti-bullying lessons to their fellow classmates.

As part of our Leader In Me Program, whose mission is to build leadership capacity, students are taught how to be leaders and take on leadership roles. Our student lighthouse team meets weekly with their advisor to discuss current issues and offer suggestions to improve our school. As part of our school lighthouse team, habit ambassadors go out to classrooms and teach students about the Leader In Me program. The opportunity to share these lessons with their peers has allowed them to grow as leaders.

5. **Culturally Responsive Teaching and Learning:**

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.

We believe equity is not giving everyone the same, but giving everyone what they need to access the same. Bringing all of these meaningful programs together to work in harmony takes intention, time, and reflection. Purposeful and intentional instruction is inclusive of addressing our students' socio-emotional, leadership and executive functioning skills. All students, families, and teachers are forever changed, therefore, we understand the critical need to ensure our learning program supports the current state of where we are in pandemic recovery in order to point toward their progress to a promising future.

The Leader in Me ideals and paradigms also speak to us as a community because it is who we are. It is in what we do. It is our deeply rooted resiliency that keeps us going. It is what propels parents to come into classrooms to share their experiences and culture. It is in the preparation that every Habit Ambassador student puts into modeling leadership for every student on campus. It is our Core Value Assemblies that bring our community together to celebrate the value that students bring into the classroom. It is in our student-led conferences that students get to share their own learning journey from their own perspectives. It is our noon-aides who foster social communication on our playgrounds. It is in the collaborative nature of our teachers and staff members who lean on each other and learn from one another. It is in our students

cheering for each other when a classmate is caught being a leader. Leader In Me as a program, and its paradigms and principles is a community connector. It helps give agency and identity to who we are as a school. Its effect on school culture and belonging to this community is clearly evident. Fostering a school environment of exploration and consciousness-raising while empowering is of high importance, as well as celebrating our diverse cultural community by examining how our experiences and identity shape our worldview, promoting a deeper self-awareness and diverse social awareness.

PART VI - STRATEGY FOR EXCELLENCE

Since opening our doors in September of 1998, professional development has served as a cornerstone to our school design. Not only have we sustained the original fundamentals, but we have also strengthened and focused the impact through additional components. The sustainable quality of our PD program is also rooted in the input and reflections of our teachers. PD is a valued, integral part of our school design because all stakeholders have a role in making it successful. While PD has always been a cornerstone, it has certainly been improved and refined over the last eight years. Our school schedule supports our PD efforts, as does our decision to pursue funds for staffing this intentional and purposeful program.

The SJCA PD model incorporates daily PD in grade-level/content teams, and monthly staff meetings. Daily meetings are dedicated to topics related to a variety of curricular areas, identifying standards to be taught and specific standards-based planning, and /or school-wide or MTSS Tier 1 meetings to identify interventions for individuals or groups. While this opportunity usually exists within secondary schools, it is not typical for a graded TK-8 school. In addition, we use teams of specialists in Fitness, Music, and Art to teach these students, relieving their core teachers while they take that time to receive PD and/or collaborate.

All teaching teams are also given grade-level planning days that occur three times throughout the year. A full day is provided, as well as substitute teachers for classrooms. Each grade level uses this day for collaboration and planning for optimal student achievement. Along with professional development, teachers and staff have the ability to continue the advancement of evidence-based practices at large education conferences. Contingents are sent so that new evidence-based strategies can be encouraged and practiced.

In addition to our teacher professional development opportunities, other staff members have similar sharpening. PD is provided to our front office staff, counselors, reading tutors, custodians, and administrators. We also offer an outstanding monthly PD program for parents, which consists of trainings relating to curriculum, standards, mental health, social skills, etc. Another exemplary aspect of our program involves our own teachers serving as trainers themselves. Teachers truly grow and expand when they are able to provide PD to others. Many of our teachers and staff have facilitated training held at our site, as well as school sites within the region.

Constant learning and discourse in all levels leads to constant improvement and collective efficacy. This is the mindset of SJCA. Professional development in teams, valuable discussion and discourse, feedback to our models and processes, and responsiveness to our stakeholders is key to our ever-rising thresholds and expectations.